

The Yolo County Office of Education will be a countywide and regional leader to support and advocate for equity and access to high-quality educational programs.

AGENDA
YOLO COUNTY BOARD OF EDUCATION
Regular Meeting, Tuesday, May 23, 2017, 3:30pm

BOARD MEMBERS

Matt Taylor, President
Cirenio A. Rodriguez, Vice President
Bill Owens
Carol Souza Cole
Shelton Yip

LOCATION

Yolo County Office of Education
Conference Center
1280 Santa Anita Court, Suite 120
Woodland, CA 95776-6127

1.0 OPENING PROCEDURES

Posted: May 19, 2017

Action

- 1.1 Call to Order and Roll Call
- 1.2 Pledge of Allegiance
- 1.3 Approval of Agenda
- 1.4 Public Comment

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. You may request recognition by completing the form provided at the door.

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.

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.

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2.0 REPORTS

2.1 Board Member(s)/Superintendent/Superintendent’s Advisory Team/Committee(s)

- a. Board Members
- b. Superintendent
 - 1) YCOE Employee of the Month
- c. Superintendent Advisory Team
- d. Committees

2.2 Associations *(This item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public.)*

THE BOARD HAS THE OPTION TO TAKE ACTION ON ANY ITEM(S) LISTED ON THE AGENDA FOR INFORMATION.

3.0 INFORMATION/DISCUSSION/ACTION

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Action	3.1	Consent Agenda a. Approval of Minutes: April 25, 2017 Regular Meeting b. Temporary County Certificates c. Resolution #16-17/29 Resolution finding that Trustee’s absence from Board meeting is due to an acceptable hardship and authorizing payment of stipend pursuant to Education Code § 1090 (d)	
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Information	3.12	Public Disclosure of Costs Associated with the 2016-17 Collective Bargaining Agreement Between the Yolo County Office of Education (YCOE) and Yolo Education Association (YEA), Chapter #71	Page 177
Information	3.13	Public Disclosure of Costs Associated with the 2016-17 Collective Bargaining Agreement Between the Yolo County Office of Education (YCOE) and California School Employees Association, Chapter #639	Page 179

Information	3.14	Public Disclosure of Costs Associated with the 2016-17 Agreement Between the Yolo County Office of Education (YCOE) and the Management/Confidential Group	Page 181
Public Hearing 4:00PM [time approx.]	3.15	A public hearing will be conducted to receive comment from parents, teachers, members of the community and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response to the Initial Proposal from the American Federation State County Municipal Employees (AFSCME), Council 57, Certificated Unit.	Page 183
Public Hearing 4:00PM [time approx.]	3.16	A public hearing will be conducted to receive comment from parents, teachers, members of the community and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response to the Initial Proposal from the American Federation State County Municipal Employees (AFSCME), Council 57, Classified Unit.	Page 184
Information	3.17	First Reading: New Board Bylaws, Series 9000-9240	Page 185
Information	3.18	Suggested Future Agenda Item(s)	Page 235
Action	4.0	ADJOURNMENT	

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. – 5:00 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 § 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.*
- *The Board agenda is posted on the County Office website: www.ycoe.org*

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Yolo County Office of Education at 530-668-3703. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the Board meeting. (Government Code § 54954.2)

**YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent**

SUBJECT: Reports	AGENDA ITEM #: 2.0
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
<u>BACKGROUND:</u>	DATE: May 23, 2017

Reports will be given as follows:

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

- a. Board Members
- b. Superintendent
 - 1) YCOE Employee of the Month
- c. Superintendent Advisory Team (SAT)
- d. Committees

2.2 Associations

RECOMMENDATION/COMMENTS: For information.

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Consent Agenda	AGENDA ITEM #: 3.1
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
DATE: May 23, 2017	

BACKGROUND:

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. Approval of the Minutes: April 25, 2017 Regular Meeting
- b. Temporary County Certificates: Temporary County Certificates (TCCs) are issued for up to a year throughout the county to certified employees whose credential applications are being processed by the California Commission on Teacher Credentialing.
- c. Resolution #16-17/29: Resolution finding that Trustee's absence from Board meeting is due to an acceptable hardship and authorizing payment of stipend pursuant to Education Code § 1090 (d)

RECOMMENDATION/COMMENTS: That one action is taken to approve above listed items.

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: April 25, 2017
DRAFT MINUTES

1.0 OPENING PROCEDURES

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on April 25, 2017 at 3:34pm in Regular session in the Conference Center located at 1280 Santa Anita Court, Suite #120, Woodland, CA. Board Members present were: Matt Taylor, Bill Owens, Carol Souza Cole and Shelton Yip. Cirenio Rodriguez was absent. Board President Matt Taylor presided. Dr. Jesse Ortiz, Superintendent of Schools, was also present. (Roll Call held)
- 1.2 Pledge of Allegiance. The pledge of allegiance was conducted.
- 1.3 Approval of Agenda. The agenda was approved as submitted.

MOTION: Souza Cole. **SECOND:** Owens. **AYES:** Souza Cole, Owens, Yip, Taylor. **NOES:** None. **ABSENT:** Rodriguez.

- 1.4 Public Comment. There were no comments at this time.

2.0 REPORTS

- 2.1 Board Member(s)/Superintendent/SAT/Committee(s).
 - a. Board Members Reports:
 - Trustee Owens is participating in a California County Boards of Education (CCBE) taskforce for superintendents' compensation. The taskforce is gathering information on policies and processes for setting the superintendent's compensation and will present a report and recommendation in December. Trustee Souza Cole suggested including a list of the superintendents' compensation packages from throughout the state.
 - Trustee Yip shared a reminder of the Yolo County School Boards Association (YCSBA) Excellence in Education Awards this coming Monday, May 1st at the Yolo County Office of Education Conference Center. He also shared that he sits on the nominating committee for CCBE and that they will be taking nominations for Vice President and President Elect shortly, if any of the trustees are interested in serving in those capacities. He also attended the California School Boards Association (CSBA) Legislative Action Day and one of the main issues is concerns with STRS and PERS. He also testified on behalf of the Yolo County SELPA opposing AB 1264 and lent Yolo County Board of Education's support of AB 445. He also attended the AALRR on Key Immigration Issues, the Dare to Dream event and the LGBTQ Forum and then reminded the Board of the Effects of Stress on Child Development, the last event in this year's Equity Summit and the Breaking Barriers event spearheaded by Carolynne Bottum.
 - Board President Taylor shared that he plans to attend the YCSBA

Excellence in Education Awards on Monday. He also shared that the facilities committee will be meeting with Superintendent Ortiz and staff on May 9th. He will also be attending the Charter School training at YCOE on May 3rd.

- b. Superintendent Ortiz provided the following report:
 - He thanked staff for attending and shared that today is Ronda DaRosa's birthday. He shared that he will soon be meeting with Senator Dodd and Assembly Member Aguiar-Curry and county office of education superintendents from Napa, Sonoma and Solano to discuss COE-related issues.
 - 1) YCOE Employee of the Month:
Superintendent Ortiz shared that there are two employees to be honored this month; however, they were both unable to attend to receive their recognition. Felicia Loya is a para-educator for the Horizon program at Whitehead Elementary School and has been with YCOE for four years. She is a dedicated employee, student-focused, always goes above and beyond and has a positive attitude. Edgar Cervantes, also para-educator at Whitehead Elementary School, has been with YCOE for approximately five years. He is a great role model and is well-respected. He obtained his emergency substitute credential when he saw a need and has a reputation of being the calm in face of a storm.
- c. Superintendent's Advisory Team:
 - Ronda DaRosa distributed and reviewed copies of the *YCOE Board Update*, a flyer for the Early Education STEAM Expo, and attendance reports for Alternative Education and Special Education (copies can be found on file with the official records of this meeting).
 - Tami Ethier distributed and reviewed copies of *Budget Update, April 2017* (a copy can be found on file with the official records of this meeting) and responded to questions of the Board.
- d. Committees: No reports.

2.2 Associations. No reports.

3.0 INFORMATION/DISCUSSION/ACTION

- 3.1 Consent Agenda.
 - a. Approval of Minutes: March 28, 2017 Regular Meeting.
 - b. Temporary County Certificates

Trustee Owens pulled the March 28, 2017 Minutes for further discussion.

The Board took action to approve the Temporary County Certificates as submitted.

MOTION: Souza Cole. **SECOND:** Yip. **AYES:** Souza Cole, Yip, Owens, Taylor. **NOES:** None. **ABSENT:** Rodriguez.

Trustee Owens requested that Trustee Souza Cole's name be stricken from the absent list of the vote on item 4.7.

The Board took action to approve the March 28, 2017 Regular Meetings with the change noted above.

MOTION: Owens. **SECOND:** Souza Cole. **AYES:** Owens, Souza Cole, Yip, Taylor. **NOES:** None. **ABSENT:** Rodriguez.

- 3.2 Program Highlight: First Steps Infant Program. Superintendent Ortiz introduced Debra Johnsen, Greengate School Principal and Sharon Holstege, Special Education Director. The program has grown from serving 31 students last year to over 60 this year and have continued to provide excellent services. Debra Johnsen introduced Jill Viramontes, Deb Toft, Alexa Whiten, Leanna James, Susan Martindale, Rosalva Wisterman and Raquel Figueroa. Jill Viramontes provided an overview of how First Steps works with newborns to age 3 who display developmental delays as well as with the families who care for the children. The Trustees and Superintendent Ortiz thanked the staff for their presentation and for the great work they do in the community.

- 3.3 Resolution #16-17/26: Declaring Support of the National Child Abuse Prevention Month. Superintendent Ortiz presented this item. Trustee Yip requested that this resolution be brought to the Board in March in the future.

The Board took action to approve Resolution #16-17/26.

MOTION: Souza Cole. **SECOND:** Yip. **AYES:** Souza Cole, Yip, Taylor, Owens. **NOES:** None. **ABSENT:** Rodriguez.

- 3.4 Resolution #16-17/27: Classified School Employee Week, May 21-27, 2017. Superintendent Ortiz presented this item.

The Board took action to approve Resolution #16-17/27.

MOTION: Yip. **SECOND:** Souza Cole. **AYES:** Yip, Souza Cole, Taylor, Owens. **NOES:** None. **ABSENT:** Rodriguez.

- 3.5 Resolution #16-17/28: California Day of the Teacher, May 10, 2017. Superintendent Ortiz presented this item.

The Board took action to approve Resolution #16-17/28.

MOTION: Yip. **SECOND:** Souza Cole. **AYES:** Yip, Souza Cole, Taylor, Owens. **NOES:** None. **ABSENT:** Rodriguez.

- 3.6 2016-2019 Local Control Accountability Plan (LCAP Update. Garth Lewis presented this item for information. He distributed copies of LCAP Update #3 and reviewed via PowerPoint: *Anticipated Changes, Opportunities for Input, LCAP Goals* (copies can be found on file with the official records of this meeting). He answered questions of the Board and encouraged them to attend upcoming stakeholder meetings. The Board provided feedback on the information presented.
- 3.7 Review Cesar Chavez Community School Calendars. Garth Lewis presented this item for information and responded to questions of the Board. He shared that the Woodland campus follows Woodland Joint Unified School District's calendar while the West Sacramento site follows Washington Unified School District's calendar.
- 3.8 Program Evaluation and Juvenile Hall Certification that School Program is Compliant with Title 15, Section 1370(b) and Education Codes. Garth Lewis presented this item for information and responded to questions of the Board. He shared that they are now utilizing the Title 15 checklist in their evaluation of the program with the help of Lori Perez and Ismael Hernandez. There is always room for improvement but the program is definitely moving in the right direction and continually improving. Trustee Yip requested a presentation on the ORR students in Juvenile Hall next month.
- 3.9 Yolo County Office of Education Proposed Lease of Space at 1280 Santa Anita Court, Suite 190, Woodland to Educational Partner, Marquez Designs. Tami Ethier presented information regarding the proposed leased space to educational partners, Marquez Designs. She and Lori Perez responded to questions and concerns of the Board. Lease details are still being finalized. Marquez Designs is excited to relocate their business from West Sacramento to Woodland, which will increase their opportunity to work with students in Yolo County to teach manufacturing design. Lori Perez also provided an overview of how local businesses will partner with Marquez Designs to accomplish the training of students.
- 3.10 Quarterly Report on Williams Uniform Complaints for YCOE Operated Schools Covering the Months of January, February, March 2017. The Board reviewed the material contained in the Board packet.
- 3.11 Attendance Reports.
- a. Alternative Education
 - b. Special Education

Garth Lewis, Associate Superintendent of Curriculum and Instruction, reviewed the attendance report from Alternative Education and responded to questions of the Board. Sharon Holstege reviewed the Special Education attendance report.

- 3.12 Head Start/Early Head Start Reports.
a. Enrollment Update
b. Program
c. Financial Status
Gail Nadal shared a little bit about how Head Start is utilizing their STEM (Science, Technology, Engineering and Mathematics) lab with their students and to help teach other educators.
- 3.13 Public Hearing: At 5:57pm, Board President Taylor opened the public hearing to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Initial Proposal to the Yolo County Superintendent of Schools from the American Federation of State, County, and Municipal Employees (AFSCME), Council 57, Certificated Unit. No comments were received and the Public Hearing was closed at 5:58pm.
- 3.14 Public Hearing: At 5:58pm, Board President Taylor opened the public hearing to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Initial Proposal to the Yolo County Superintendent of Schools from the American Federation of State, County, and Municipal Employees (AFSCME), Council 57, Classified Unit. No comments were received and the Public Hearing was closed at 5:59pm.
- 3.15 Yolo County Superintendent of Schools' Response to the Initial Proposal to the Yolo County Superintendent of Schools from the American Federation of State, County, and Municipal Employees (AFSCME), Council 57, Certificated Unit.
Superintendent Ortiz presented this item for information.
- 3.16 Yolo County Superintendent of Schools' Response to the Initial Proposal to the Yolo County Superintendent of Schools from the American Federation of State, County, and Municipal Employees (AFSCME), Council 57, Classified Unit. Superintendent Ortiz presented this item for information.
- 3.17 Nominations for the Yolo County School Boards Association 2017 Excellence in Education Awards. Superintendent Ortiz announced the YCOE recipients of the 2017 Excellence in Education Awards:
Individual Excellence Award: Debra Johnsen
Program Excellence Award: First Steps Infant Program (Program Leader: Debra Johnsen)
Salute to Educators: Sharon Hernandez (Preschool), Dennis Meeks (Elementary), Morgan Lynch (Alternative Ed), Danielle Bier (Student Services)
- 3.18 Suggested Future Agenda Items. No additions at this time.

4.0 ADJOURNMENT. The meeting adjourned at 6:04pm.

MOTION: Souza Cole. **SECOND:** Yip. **AYES:** Souza Cole, Yip, Owens, Taylor. **NOES:** None. **ABSENT:** Rodriguez.

Jesse Ortiz, Ed.D.
Yolo County Superintendent of Schools and
Secretary to the Yolo County Board of Education

/db

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

April 2017

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Thomas Windall	30 Day Sub Permit
Alexander Hanes	30 Day Sub Permit
Elizabeth Castro	Multiple Subject

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Kathleen Henry	30 Day Sub Permit
Elizabeth Lehr	30 Day Sub Permit

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Alysia Phillips	CLAD
Robert Garcia	Multiple Subject

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Manolo Jauregui-Ravelero	CTE; Manufacturing Product Development and Transportation

Total TCC's for the Month of April 2017: 8



**YOLO COUNTY BOARD OF EDUCATION
RESOLUTION # 16-17/29**

(Resolution finding that Trustee's absence from Board meeting is due to an acceptable hardship and authorizing payment of stipend pursuant to Education Code §1090(d))

WHEREAS, Vice President Cirenio Rodriguez was unable to attend the meeting on April 25, 2017 at 3:30pm due to having to serve on jury duty; and

WHEREAS, Education Code § 1090(d) states "A member of a county board of education may be paid for any meeting for which he or she is absent if the board by resolution duly adopted and included within its minutes finds that ... the absence was due to a hardship deemed acceptable by the board."

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

1. Each of the foregoing recitals is true and correct.
2. Vice President Rodriguez's absence from the April 25, 2017, meeting is due to a hardship that this Board deems acceptable within the meaning of Education Code Section 1090(d).

PASSED AND ADOPTED this 23rd day of May 2017.

AYES:

NOES:

ABSENT:

ABSTAIN:

Matt Taylor, President
Yolo County Board of Education

ATTEST:

Jesse Ortiz, Ed.D., County Superintendent
of Schools and Secretary Ex-Officio of the
Yolo County Board of Education

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Resolution #16-17/30: In Support of National Foster Care Month	AGENDA ITEM #: 3.2
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
	DATE: May 23, 2017

BACKGROUND:

At the request of President, Matt Taylor, a resolution in support of National Foster Care Month will be presented on behalf of the Board and Superintendent.

Cherie Schroeder, Program Director of Foster & Kinship Care Education at Woodland Community College and Jennie Pettet Child, Youth and Family Branch Director of Yolo County Health and Human Services Agency will be present and each will receive a resolution.

RECOMMENDATION/COMMENTS: The Board is being asked to take action on Resolution #16-17/30: In Support of National Foster Care Month.



Yolo County Board of Education

Resolution #16-17/30: In Support of National Foster Care Month

WHEREAS, the youth of Yolo County are our most precious resource and hope for the future, all children deserve a safe, loving and nurturing place to call home; and

WHEREAS, Resource Families (including foster, adoptive and kinship families) are the unsung heroes that serve as the primary source of love, protection, and support to the abused and neglected children of Yolo County; and

WHEREAS, Resource Families who open their hearts and homes to children whose families are in crisis play a vital role in helping children and families heal and reconnect thereby launching young people into successful adulthood; and

WHEREAS, a child's success is best supported in a system that is family-focused, child-centered, and community-based; and

WHEREAS, there are over 370 children and youth in the foster care system in Yolo County; and

WHEREAS, Resource Families provide Yolo's children with the opportunity to be part of a caring family; and

WHEREAS, this year the theme for National Foster Care Month is "Empowering Caregivers, Strengthening Families" recognizing we all play a part in enhancing the lives of children and youth in foster care; and

WHEREAS, National Foster Care Month provides an opportunity to recognize and appreciate the relatives, Non-Relative Extended Family Members, Resource Families, community members, and social workers who support children and youth in foster care; and to continue our efforts in ensuring the futures of children and youth in foster care remain bright; and

WHEREAS, much remains to be done to ensure that all children have a safe, loving, nurturing, and permanent family, regardless of age or special needs;

NOW, THEREFORE, BE IT RESOLVED that the Yolo County Board of Education hereby declares support of the month of May 2017 as National Foster Care Month and encourages all in Yolo County to honor the commitment and dedication of the individuals who work tirelessly to provide assistance, education and services to children in the foster care system.

PASSED AND ADOPTED by the Yolo County Board of Education on May 23, 2017.

Matt Taylor, President
Yolo County Board of Education

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Yolo/Solano Center for Teacher Credentialing Program Presentation	AGENDA ITEM #: 3.3
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Ronda DaRosa
BACKGROUND:	DATE: May 23, 2017

The Yolo-Solano Center for Teacher Credentialing, started in 1998 and offers a commission approved Induction program. The Intern program is newly developed and set to launch in June 2017. The Yolo-Solano Center for Teacher Credentialing is a regional consortium comprised of ten (10) TK-12 educational institutions, a number of private and charter schools, and University partners.

As an Intern program, we are an alternative certification pathway for individuals interested in entering the teaching profession. As part of a consortium of local school districts, the Yolo-Solano Center for Teacher Credentialing Intern Program supports area school districts in addressing the teacher shortage in identified credential areas. We are preparing to offer an Intern Teacher Program for the Education Specialist (Mild/Mod) and Education Specialist (Mod/Severe) Credentials. Our program will expand in subsequent years to offer Single Subject and Multiple Subject credentialing.

The Intern Program provides intern teacher candidates with Commission accredited Pre-service coursework, year-long coursework, resources, credentialing services, and technical assistance aligned to the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE). Intern teachers also receive various forms of support from course instructors, field supervisors, cohort peers, and on-site support providers.

The Intern Teacher Program will welcome in the first cohort of intern teacher candidates in 2017. Intern teachers are employed in school districts as the teacher of record and attend courses during the year. Coursework will take place in a blended format of in-person and online learning. Intern teachers will attend in-person courses at our new professional learning space, designed to reflect the 21st century classroom and outfitted with state of the art technology. Located in Davis, CA, the program is positioned centrally to many partner districts and very close to I-80. The combination of in-person and online courses provides intern teachers flexibility and accessibility with learning.

Our Partner Districts include:

- Davis JUSD
- Esparto USD
- Washington USD
- Winters JUSD
- Woodland USD
- Yolo COE

RECOMMENDATION/COMMENTS: Information only.

YOLO-SOLANO Center

FOR TEACHER CREDENTIALING

Our Mission

The mission of the Yolo Solano Center for Teacher Credentialing is to prepare, support and sustain educators in an evolving educational environment through structured systems of support in order to prepare students for success in a global environment.

Our Programs



CLASSIFIED GRANT



INTERN

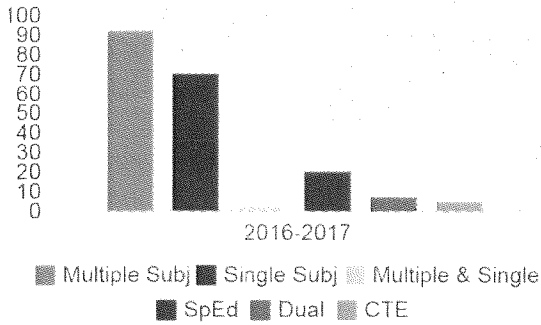


INDUCTION

ENTER • CENTER • TEACH

Quick Facts

Induction



75%

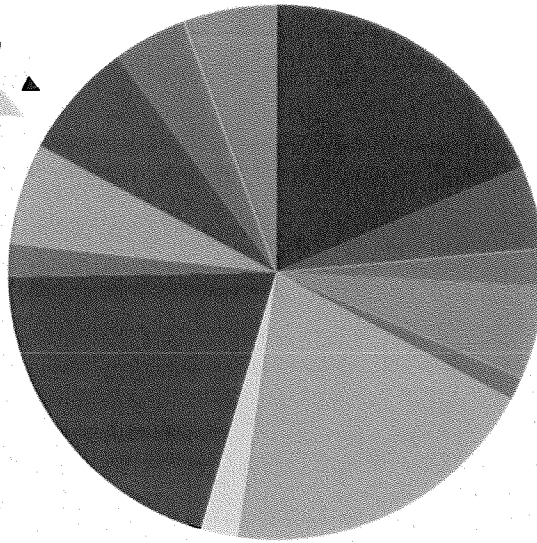
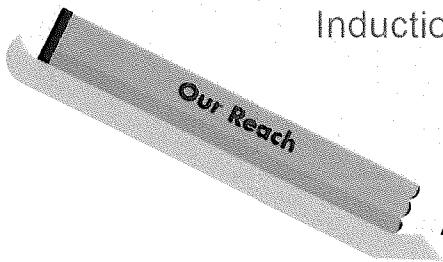
Induction Teacher Candidates become Support Providers

Out of

402

Mentors

Induction & Classified Candidates 2016-2017



- Davis (18.54%) ■ Dixon (5.06%) ■ Esparto (2.25%) ■ Travis (5.62%) ■ Solano COE (1.40%)
- Vacaville (19.38%) ■ Winters (2.25%) ■ Woodland (20.22%) ■ Yolo COE (1.97%)
- Fairfield-Suisun (6.18%) ■ Washington (7.02%) ■ ICS (4.49%) ■ CTE (5.62%)

Contact Us!

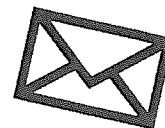


@YSCenter4Teach



Constance Best
(530)757-5300 ext. 183

Julianna Sikes
(530)757-5300 ext. 137



cbest@djUSD.net

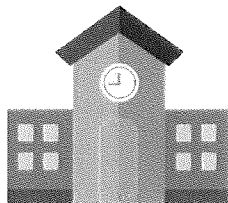
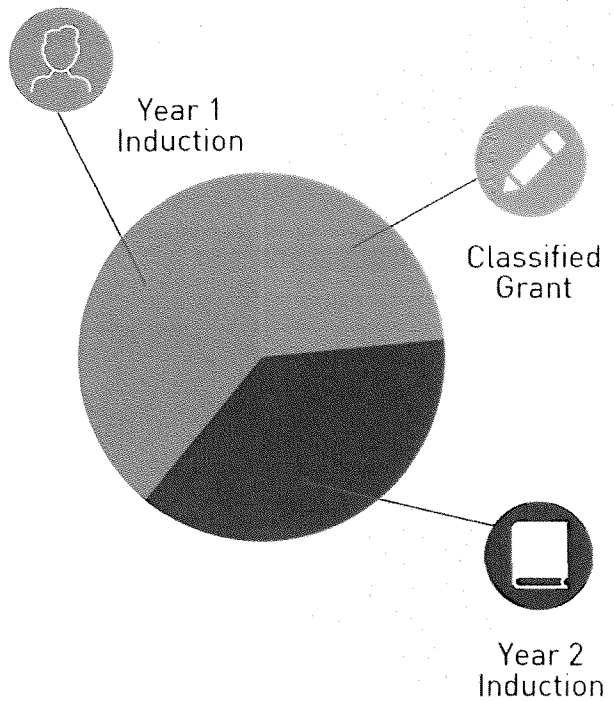
jsikes@djUSD.net

Core Learning Outcomes

Educators:

- Hold a commitment to eliminating bias and inequity in education.
- Understand and provide culturally relevant, rigorous, and innovative instruction to all students.
- Have a firm grasp of research and data analysis and use data to inform current and future practice.
- Believe in a growth mindset and use an asset based approach to educating all students.
- Are reflective practitioners who deeply examine their teaching practice and engage in cycles of inquiry, collaboration, research and discourse.
- Seek to continuously develop their teaching practice, participate in professional learning networks, and collaborate with colleagues.

Who We Serve



YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Presentation: Office of Refugee Resettlement Program Report	AGENDA ITEM #: 3.4
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Garth Lewis
BACKGROUND:	DATE: May 23, 2017

Yolo County Probation Department has operated a Federal Grant with the Office of Refugee Resettlement for the past 9 years. Information will be shared with the board regarding grant details.

RECOMMENDATION/COMMENTS: For information.



FACT SHEET

SUBJECT: U.S. Department of Human Services, Administration for Children and Families, Office of Refugee Resettlement, Unaccompanied Children's Program

The **Division of Children's Services (DCS)** provides care and placement for children who come into the United States from other countries without an adult guardian. These children are referred to as **unaccompanied alien children (UAC)** in statutes. This program is in the Office of Refugee Resettlement, in the Administration for Children and Families, an operational division of U.S. Department of Health and Human Services.

Treating all children in its custody with dignity, respect and special concern for individual needs, DCS considers the best interests of the child in all placement decisions. DCS strives to provide the highest quality of care tailored to each unaccompanied child in order to maximize opportunities for success both while in care and when discharged from the program.

The age of these individuals, their separation from parents and relatives, and the hazardous journey they take make unaccompanied children especially vulnerable to human trafficking, exploitation and abuse. Unaccompanied children have multiple, inter-related reasons for undertaking the difficult journey of traveling to the United States, which may include rejoining family already in the United States, escaping violent communities or abusive family relationships in their home country, or finding work to support their families in the home country. Unaccompanied children generally leave their home countries to join family already in the United States, escape abuse, persecution or exploitation in the home country, or to seek employment or educational opportunities in the United States.

Background

Legal basis for work with unaccompanied children

By law, HHS must provide for the custody and care of UAC, defined as a child who has no lawful immigration status in the United States; has not attained 18 years of age; and, with respect to whom, there is no parent or legal guardian in the United States, or no parent or legal guardian in the United States available to provide care and physical custody. See 6 U.S.C. § 279(g)(2).

Under the Homeland Security Act of 2002, Congress transferred the care and custody of these children to HHS from the former Immigration and Naturalization Service (INS) to move towards a child welfare-based-model of care for children and away from the adult detention model. In the Trafficking Victims Protection Reauthorization Act of 2008, which expanded and redefined HHS's statutory responsibilities, Congress directed that each child must "be promptly placed in the least restrictive setting that is in the best interest of the child." See 8 U.S.C. § 1232(b)(2).

Children served

For its first nine years at ORR, an average of 7,000 and 8,000 children were served annually in this program. Since Fiscal Year 2012 (October 1, 2011 – September 30, 2012), this number has jumped dramatically, with a total of 13,625 children referred to ORR by the end of FY 2012. Since FY2012, the program has received 24,668 UC referrals from DHS in FY2013, 57,496 referrals in FY 2014 and 33, 726 referrals in FY2015.

The children come primarily from Guatemala, Honduras, and El Salvador. In FY 2015, approximately three-quarters of all children referred were over 14 years of age, and two-thirds were boys. In FY 2015, origin of youth in this program was as follows: Honduras (17%); Guatemala (45%); El Salvador (29%); Mexico (6%), and Other Countries (3%).

Children are referred to ORR for placement by another federal agency, usually the Department of Homeland Security. Most children are placed into care because they were apprehended by immigration authorities while trying to cross the border; others are referred after coming to the attention of immigration authorities at some point after crossing the border. The average length of stay in the program in FY 2015 was 34 days. Of the children served, the overwhelming majority are released to sponsors who are family members.

Services provided

Within HHS, the Office of Refugee Resettlement within the Administration on Children and Families is responsible for providing care to children referred by immigration authorities. Consistent with federal law, ORR/DUCS places children in the least restrictive setting that is in the best interest of the child, taking into account potential flight risk and danger to self and others. The majority of the youth are cared for through a network of state-licensed ORR-funded care providers that provide:

- Classroom education
- Mental and medical health services
- Case management
- Socialization and recreation
- Family reunification services that facilitate safe and timely release to family members or other sponsors that can care for them. We conduct home studies prior to release if safety is in question, and fund follow-up services for at-risk children after their release.

ORR's Division of Children's Services also assumes the following responsibilities:

- Making and implementing placement decisions for the unaccompanied children
- Ensuring that the interests of the child are considered in decisions related to the care and custody of unaccompanied children
- Providing home assessments for certain categories of unaccompanied children at risk
- Conducting follow-up services for certain categories of children
- Overseeing the infrastructure and personnel of ORR-funded care provider facilities
- Conducting on-site monitoring visits of ORR-funded care provider facilities and ensuring compliance with ORR national care standards
- Collecting, analyzing, and reporting statistical information on unaccompanied children
- Providing training to federal, state, and local officials who have substantive contact with unaccompanied children
- Developing procedures for age determinations and conducting these determinations along with granting specific consent for state court jurisdiction over children
- Cooperating with the Department of Justice's Executive Office for Immigration Review to ensure that sponsors receive legal orientation presentations
- Ensuring, to the greatest extent practicable, that all unaccompanied children in custody have access to legal representation or counsel
- Releasing unaccompanied children to qualified sponsors and family members who are determined to be capable of providing for the child's physical and mental well-being

Office of Refugee Resettlement Yolo Secure Program Review

MAY 9, 2017

BRENT CARDALL, CHIEF PROBATION OFFICER

VICTORIA BLACKSMITH, SUPERVISING DETENTION OFFICER

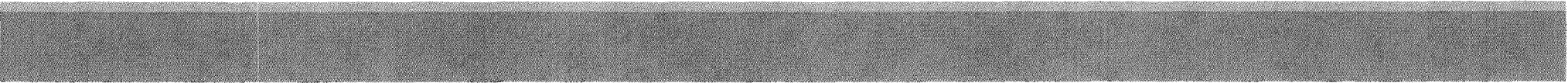


Yolo Placement Criteria

Placement criteria as per ORR policy:

Secure Care – A secure care provider is a facility with a physically secure structure and staff able to control violent behavior. ORR uses a secure facility as the most restrictive placement option for an unaccompanied child who poses a danger to self or others or has been charged with having committed a criminal offense. An unaccompanied child may be placed in a secure facility if ORR determines the youth poses a danger to self or others or has been charged with having committed a criminal offense.

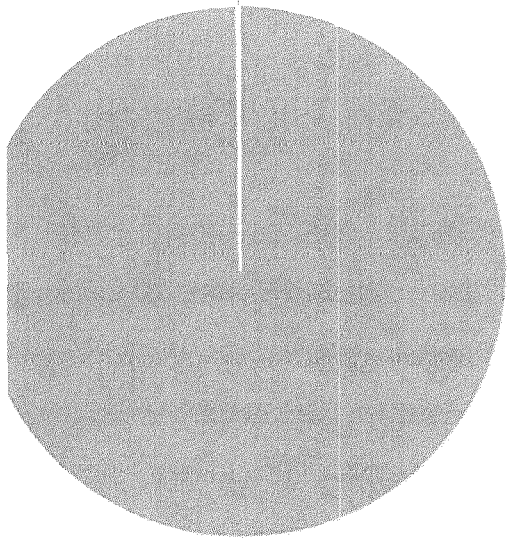
In making its determination, ORR considers if the unaccompanied child:

- Has committed, threatened to commit, or engaged in violent or malicious behavior that poses a danger to others
 - Has committed, threatened to commit, or engaged in serious, self-harming behavior that poses a danger to self
 - Needs assessment for self-disclosed violent criminal history
 - Has been adjudicated as a delinquent
 - Has been convicted of a crime as an adult
 - Was charged with a crime or delinquent offense
 - Is chargeable with a crime or delinquent offense
- 

ORR Referrals and Placement

ORR Referrals Fiscal Year 2016

Placement : 72 Youth



ORR Referrals : 59098 Youth

ORR Referrals

Yolo Placement

In fiscal year 2016 (Oct 2015 – Sep 2016) ORR received a total of 59,098 referrals. Of those referrals, 72 youth were placed at Yolo.

Yolo has served 44 youth as of May 1, 2017 for the 2017 fiscal year. The total number of referrals to ORR has not yet been published.

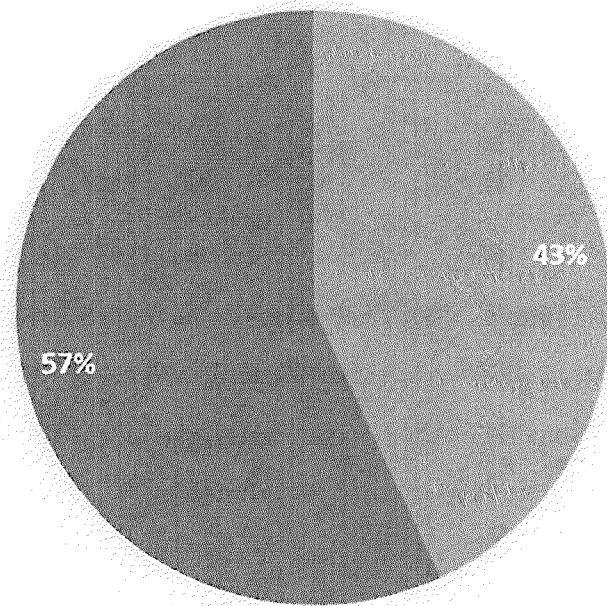
Additional information is available on the fact sheet provided.

A comprehensive review of the ORR secure program at Yolo, including answers to questions posed by the Senate regarding the use of asylee in Yolo secure care, is included in the provided *Skinner* report.

meta-chart.com

Yolo Secure Placement Composition

2016 Placements

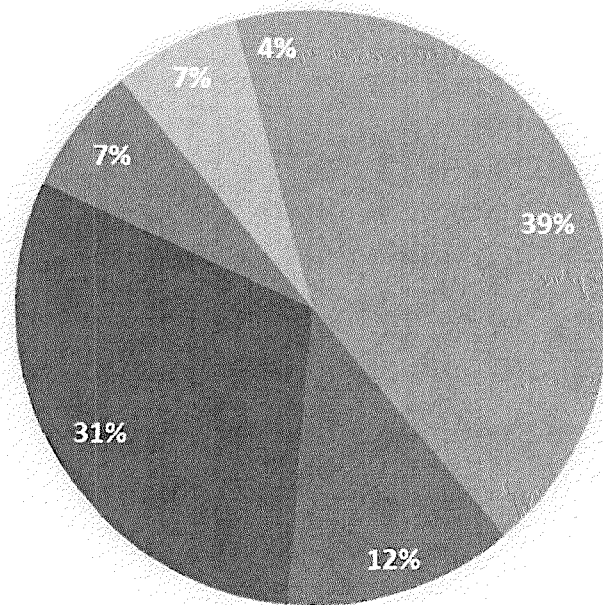


■ Violent, danger to self or others/needs assessment

■ Adjudicated, charged as adult, pending charges or convicted

Yolo Secure Release Composition

2016 Releases

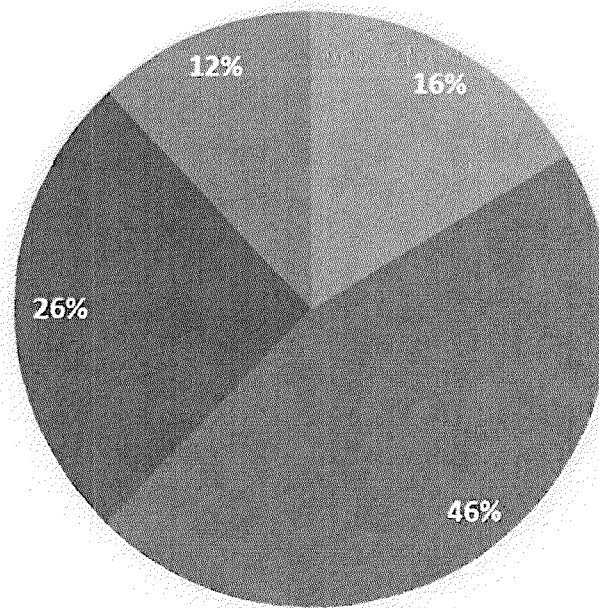


Average length of stay
as of Oct 2016:
62 days

■ Transfer to lower level of care ■ Reunification with sponsor ■ Repatriation ■ Age redetermination ■ Age out ■ Other (2 asylum, 1 court order)

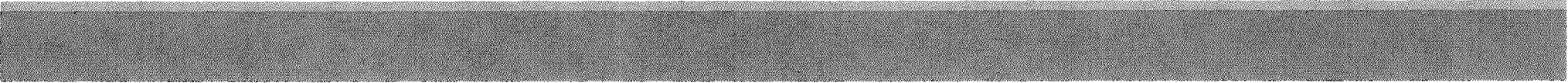
Yolo Secure Country of Origin Composition

2016 UC Country of Origin



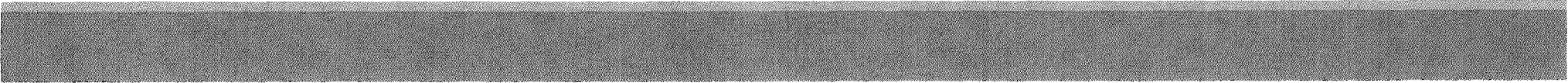
■ Mexico ■ Honduras ■ El Salvador ■ Guatemala

ORR UC Specific Services

- ORR youth are assigned a Case Manager and Clinician that each meet weekly with every youth. Youth receive support through individual and group counseling provided by these staff members. Many participate in family sessions via phone or video conferencing.
 - ORR youth are also provided free legal service providers that complete presentations regarding youths' rights, legal screenings for relief eligibility, and support with immigration court proceedings.
- 

Programs and Services at JDF (continued)

➤ Volunteer Programs

- Youth Empowerment Program (YEP)
 - UCD students provide pro-social life skills to youth
 - Tutors for Youth
 - UCD students provide individual tutoring for youth
 - Yolo Interfaith Immigration Network (YIIN)
 - Provide a culture exchange for all youth, including music, games and food. This group is comprised of church members and UCD students.
 - Meditation
 - Yoga
 - Alcoholics Anonymous
 - Narcotics Anonymous
 - Ala-teen
 - Church services/Bible study
- 

Programs and Services at JDF

All youth at Yolo receive the following services:

➤ **Education/Vocation**

- Yolo County Office of Education Dan Jacobs School
- Yolo Arts programs
- Blues in the Schools

➤ **Recreational activities**

- Outdoor sports
- Tournaments
- Board games
- Movie nights
- Holiday activities
- Ping pong, foosball
- Journaling

➤ **Treatment programs**

- CommuniCare
- Phoenix House
- Victor Treatment
- Health and Human Services partnership for parenting classes
- Empower Yolo

➤ **Individual counseling/mental health support**

- Weekly individual sessions
- Weekly group sessions
- Crisis intervention

➤ **Access to on-site medical, mental health and reproductive services. Access to dental services**

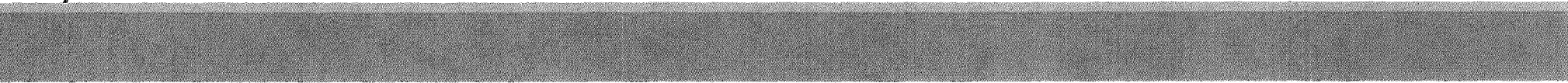
JDF Behavioral Supports

➤ **Behavior Support Program (BSP)**

- Strengths-based incentivized behavior plan that sets attainable expectation of pro-social behavior. Youth earn points for compliance with facility rules

➤ **Positive Behavioral Interventions and Supports (PBIS)**


- Role modeling and teaching pro-social behavior in all areas of the facility
- Creating a strengths-based and trauma-informed culture within the facility amongst youth and staff
- Program is launching in phases and a majority of components will be in place by June 2017

- Detention officers meet with youth to complete case plan goals, review behavior within the facility and serve as an advocate for youth
- 

ORR Deliverables: Current Status

Title	Current Status	Delivery Date
Educate state child welfare officials regarding state and federal policies and jurisdictions	In progress	Expected completion 07/01/17
Department of Justice updated media	In progress	Expected completion 07/01/17
Developing a procedure regarding handling of issues that could potentially involve media	All potentially media-involved issues are now elevated to the ORR Director for handling.	Completed, procedure in place 04/11/17
Implementation	In progress	Expected completion 07/01/17
Develop program internal process for case planning	All youth whom have asylum petitions filed will have two identified and screened caregivers. If no suitable caregivers are identified, ORR will be notified immediately and the case will be elevated to ensure plan for release is in place in place if asylum is granted. In addition ORR released a policy regarding the requirement of a "Post Legal Status Plan" required for completion once the UC is found eligible for legal status.	Completed, procedure in place 03/26/17 ORR policy 2.8.6 published 5/8/17

ORR Grant Recommendation

- Yolo County provides a valuable service to high-risk/high-need youth in ORR care.
 - ORR management is working closely with Yolo County officials and Probation Department administration to improve system weaknesses.
 - Yolo County will provide an additional update to the Board at the end of this grant year.
- 

Request for Approval

The Yolo County Probation Department recommends continuing the ORR secure program at Yolo and requests Board approval of the 2017-2018 ORR Grant.

**YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent**

SUBJECT: 2016-2017 Yolo County Office of Education Local Control Accountability Plan Annual Update and 2017-2020 Local Control Accountability Plan	AGENDA ITEM #: 3.5
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: <div style="text-align: center;">Garth Lewis</div>
BACKGROUND:	DATE: May 23, 2017

*The attached document represents the **FIRST REVIEW** edition of the LCAP and will be updated based on input from the Board of Trustees and other stakeholders in advance of the Board study session scheduled for June 6, 2017.*

The Local Control and Accountability Plan (LCAP) shall be used to provide details regarding the local education agencies' (LEAs) actions and expenditures to support student outcomes and overall performance pursuant to Education Codes: 52060, 52066, 47605, 47605.5, and 47606.5.

For county offices of education, pursuant to Education Code 52066, the LCAP must describe, for each school and program operated, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code 52052, including students with disabilities, served in county office of education operated schools or programs for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe their LCAPs on the reporting of district students attending county operated schools and programs, including special education programs.

Ed Code 52060 requires districts to consult with teachers, principals, administrators, other school personnel, local bargaining units of the district, parents and pupils in developing and revising local control and accountability plans based on information shared at stakeholder meetings.

RECOMMENDATION/COMMENTS: For information.

LCAP Actions and Expenditure Summary 2017-2020

	A	B	C	D	E	F	I	J	K
1	Goal #	Planned Action	Budgeted Expenditure	Source	Actual Action	Actual Expenditure			Object
2	1.A	Mental Health Services	\$25,000	LCFF					5000
3	1.B	PBIS and TIPs Professional Development	\$7,200	LCFF					5000
4	1.C	Purchase Passenger Van	\$20,000	Lottery					6000
5	1.D	SIS assessment Management System	\$50,353	LCFF					5000
6	1.E	Truancy Prevention and Transition Services	\$91,480	Title I Part D					1000, 2000, 3000
7	1.E	Truancy Prevention and Transition Services	\$65,783	Title I Part A					1000, 3000
8	1.E	Truancy Prevention and Transition Services	\$27,002	LCFF					2000, 3000
9	1.F	50% Probation officer (83 days)	\$26,000	Title I Part D					5000
10	1.G	Implementation and Program Effectiveness	\$266,179	LCFF					1000, 3000, 7000
11	1.G	Implementation and Program Effectiveness	\$268,334	Special Ed					1000, 2000, 3000, 4000, 5000, 7000
12	2.A	EL and Math curriculum alignment	\$25,000	LCFF					4000, 5000
13	2.B	Instructional Materials	\$5,000	Lottery					
14	2.C	Annual review of sufficiency	\$1,918	LCFF					1000, 2000, 3000, 4000, 5000, 7000

LCAP Actions and Expenditure Summary 2017-2020

	A	B	C	D	E	F	I	J	K
1	Goal #	Planned Action	Budgeted Expenditure	Source	Actual Action	Actual Expenditure			Object
15	2.D	Technology purchases and Professional Development	\$20,000	LCFF					
16	3.A	Individualized Learning Plans	\$761,064	LCFF					1000, 2000, 3000, 7000
17	3.A	Individualized Learning Plans	\$12,480	Foster Youth Grant					1000, 3000, 7000
18	3.A	Individualized Learning Plans	\$26,297	Title I Part D					1000, 3000, 7000
19	3.B	Arts Education Programs	\$10,000	LCFF					5000
20	3.C	Strategic Planning Day/Instr Services	\$7,578	LCFF					1000, 2000, 3000, 7000
21	3.D	Yolo County Conservation Partnership	\$190,786	LCFF					1000, 2000, 3000, 4000, 5000, 7000
22	3.E	CTE and College Readiness Continuum	\$30,000	College Readiness Block Grant					4000, 5000, 7000
24	4.A	Continue County-wide Expulsion Plan	costs in 1E, 1H						

LCAP Actions and Expenditure Summary 2017-2020

	A	B	C	D	E	F	I	J	K
1	Goal #	Planned Action	Budgeted Expenditure	Source	Actual Action	Actual Expenditure			Object
25	4.B	Coordination between YCOE and district liasons	costs in 1E, 1H						
26	5.A	Implement Team Decision Making TDM	\$150,800	Foster Youth Grant					1000, 3000, 4000, 5000, 7000
27	5.B	College Prep for Foster Youth 8th graders	costs in 5.A						
28	5.C	Foster Youth attendance tracking	costs in 5.A						
29	5.D	Identify/Assess all incoming Foster Youth	costs in 5.A						
30		Total LCFF	\$1,392,080		Total Actual Expenditures	\$0			
34		Total Lottery	\$25,000						
35		Total Special Ed	\$268,334						
36		Total Title I Part A	\$65,783						
37		Total Title I Part D	\$143,777						
38		Total Foster Youth	\$163,280						
39		Total College Readiness Block Grant	\$30,000						
40		Total LCAP Planned Expenditures	\$2,088,254						

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[APPENDIX C](#): Responsibilities of the foster youth liaison with respect to foster youth in county operated schools

[APPENDIX D](#): Responsibilities of the county office of education foster youth services program

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Yolo County Office of Education

Contact Name
and Title

Dr. Ronda L. DaRosa,
Deputy Superintendent

Email and
Phone

ronda.darosa@ycoe.org
(530) 668-3770

[2017-20 Plan Summary](#)

THE STORY

Briefly describe the students and community and how the LEA serves them

Yolo County is located in the northern portion of the state of California. The county is relatively rural with a population of approximately 213,000. Located in the heart of northern California's farming community nestled in between the Central Valley and the Sacramento River Delta, Woodland has been the county seat since 1862, and is roughly 20 miles west of the California's state capitol of Sacramento. Woodland is also home to the primary Cesar Chavez Community School campus with a satellite classroom in West Sacramento. Nearby, Davis is a bike-friendly college town home to the University of California, Davis. Winters is the smallest of the four incorporated cities in the county and sits at the bottom of the Vaca Mountains. Yolo County also includes many other agricultural towns such as Esparto, Dunnigan, Madison and Knights Landing as well as Clarksburg, Guinda, Monument Hill and Yolo.

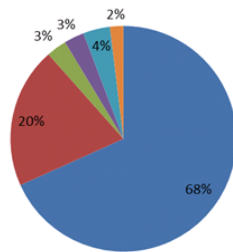
The Yolo County Office of Education's Alternative Education program operates three school campuses in Yolo County. The Cesar Chavez Community School (CCCS) is an accredited, public high school with campuses located in Woodland and West Sacramento. The school provides a small learning environment, counseling and other social services as well as opportunities to make connections between what is learned in school and the world of work. All students attending the CCCS are on formal or informal probation and a Probation Officer from Yolo County Probation is on site in Woodland. Students are encouraged to complete their academics and receive a high school diploma with skills to help them succeed in the future.

Dan Jacobs School in the Yolo County Juvenile Detention Center offers education year-round to youth detained in the facility. Students have classes in the core subjects, physical education and Career Technical Education (computers are available in every classroom). The credits are transferrable to their home school when they are released. Staff at the CCCS and Dan Jacobs School actively collaborate together and with other agencies to ensure students have a smooth transition back into the community and can pursue their academic goals.

CESAR CHAVEZ:

Referring School Districts

■ Woodland ■ West Sac ■ Winters ■ Davis ■ Esparto ■ Dunnigan



DAN JACOBS

add Dan Jacobs demographics

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The 2017-2020 LCAP charts our way forward based on the vision that was cast by YCOE leadership (i.e., Superintendent, Board, and Staff) during the 2015 restructure of our Alternative Education program; namely, that a well-developed, articulated, and implemented Alternative Education program will not only impact lives, it will save lives.

Over the course of the 2016-2017 school year, our staff, students, and parents have experienced the deaths of two students, two yet to be solved missing person cases lasting more the six months, students injured in shootings and stabbings, and numerous youth experiencing violence, substance abuse, homelessness, and food insecurity.

It has also been a year of hope and achievement; school attendance and student engagement has improved across our sites, the community has responded favorably to the restructure of the program, our two annual family and community events we well-attended, and our arts program has flourished.

Our LCAP captures our team’s efforts to increase academic achievement by responding to the academic needs of our youth, as well as the material conditions of their lives. The primary driver of our work are the relationships our team develops with the youth we serve. The 2017-2018 LCAP reflects our belief that we are able to develop and capitalize on these relationships in a significant way through trauma-informed and restorative practices, the effective use of data, trusting partnerships with families, strong collaborative partnerships with other agencies, systems development, attending to the individual and collective needs of our youth, and focusing on the transitions our youth are constantly making.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Although the state has not provided data for alternative education sites via the LCFF rubrics, our local data and stakeholder feedback identify the follow areas of greatest progress:

1. There is a unified agreement on the school’s Vision and Mission Statements.
2. The School Learner Outcomes authentically meet the needs of all students.
3. The alternative education program is a high priority for the Yolo County Board of Trustees and their actions reflect the support for the instructional programs at Cesar Chavez Community, Yolo County Construction Program (YCCP), and Dan Jacobs Schools.
4. There is a highly collaborative environment for decision-making and shared understanding of curriculum delivery between administration and faculty.
5. The school’s weekly collaborative meetings provide faculty a continuum to discuss program needs, instructional materials needs, and/or concerns or questions.
6. The school has six students who have met graduation requirements for school year

GREATEST PROGRESS

2016-2017.

7. The Yolo County Office of Education provides opportunities for staff development for alternative education school administration and faculty.
8. There is a strong and positive engagement between students and staff in classroom activities.
9. The school's Counselor, Youth Advocate, and the College and Career Readiness staff are regularly available to meet with students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Although the state has not provided data for alternative education sites via the LCFF rubrics, our local data and stakeholder feedback identify the follow areas as primary areas of need:

1. Maintaining a stable and consistent teaching staff.
2. Establishing and implementing a multi-tiered system of support for youth (including collaboration with agency and business partners)
3. Developing and implementing a rigorous and meaningful curriculum across all sites, including providing instructional materials in Spanish
4. Engaging families in trusting partnerships
5. Purchasing technology to be utilized to enhance students' academic and developmental progress
6. Developing a robust and well-articulated youth transition system

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Although the state has not provided data for alternative education sites via the LCFF rubrics, our local data and stakeholder feedback identify the follow areas as performance gaps for youth in the alternative education program:

1. Regular attendance at our community schools
2. Literacy and math (numeracy) achievement across our programs
3. Implementation of Individualized learning plans across our programs
4. Successful transitions for students within our system, across systems, and into adulthood across our programs
5. Self-regulation, pro-social behaviors, & self-efficacy across our programs

The steps to address these performance gaps are outlined in the 2017-2020 LCAP

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The Yolo County Office of Education will increase or improve services in the following significant ways:

Increased Services

Purchase of a van to assist with transportation of students to and from school and field trips

Employ a 4 hour site secretary to assist with administrative and attendance duties

Contract with mental health provider to support our youth and families

Improved Services

Develop and implement a multi-tiered system of support across our sites

Improve the implementation of Individualized Learning Plans (ILPs)

Develop and implement youth transition protocols and procedures

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP
Year

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	1. Provide a structured environment in collaboration with other county agencies which improves student: emotional health, social adjustment and successful reintegration to regular school and community settings using pro social behaviors. All Programs/Services and Outcomes described in Goal 1 pertain to all students served through the YCOE Court and Community Schools, including students who have been expelled.
-------------------	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of facilities will meet facility inspection criteria
2. 100% of teachers assigned with proper credentials
3. 100% of students will have standards-aligned instructional materials
4. Provide instruction in Common Core State Standards (CCSS) English Language Arts (ELA) and Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards
5. 100% of foster youth in court community schools will receive coordinated services (refer to attached appendices)

ACTUAL

1. Under the Williams review, CCCS site Woodland received an overall rating of excellent. CCCS site in West Sacramento received an overall rating of fair
2. 71% of teachers are fully credentialed (5 of 7 teachers)
3. 100% of students have standards aligned instructional materials.
4. Instruction provided for ELA, ELD and Math common core standards. Limited instruction provided in hands-on science.
5. 100% of foster youth in court and community schools receive coordinated services.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1A**

Actions/Services

<p>1A: Effective Implementation and Monitoring: Program implementation will engage parents/community members and provide each student with a seamless 7-12th grade experience aligned to the Common Core State Standards and prepare student for college and career.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Program Specialist/Counselor - Special Education RSP support (ongoing) to students with IEPs. <ul style="list-style-type: none"> - 1.0 FTE RSP Teacher - .75 FTE Para educator - .5 FTE Para educator 	<p>ACTUAL</p> <p>Successful parent events including:</p> <ul style="list-style-type: none"> • Back to school night, • Open house • Parent appreciation and art show • Parent representation during WASC • Few parents attended stakeholder meetings: LCAP/School Site Plan/Safety Plan • Parents were receptive to home visits and phone calls home. <p>Changes to program:</p> <ul style="list-style-type: none"> • Expanded and added a middle school class in March due to community needs; • Worked closely with College and Career Readiness department to look beyond graduation • Implement development of transition plan • Providing seamless 7-12 curriculum geared towards individual student needs • Have received ongoing donations from community members; they were invited to the fall dinner • Experienced an exceptional turnout of participants in the WASC interview. <p><u>Dan Jacobs:</u></p> <ul style="list-style-type: none"> • Working with probation and PBIS team to incorporate parent involvement. • Parents have attended graduation and are notified when new programming is taking place • 7-12th curriculum mirrors that offered at Cesar Chavez in order to facilitate transitions back to home school
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Expenditures

	<ul style="list-style-type: none"> • Purchased SPARK curriculum for Physical Education that will be implemented 17-18 school year • Christmas donation from youth; community enrichment by Yolo Arts • Youth Advocate/YGRIP Services in the court and community school • Services provided by YCOE foster/homeless liaison.
<p>Program Specialist/ Counselor \$81,024 Title 1A Salary and benefits</p> <p>Special Education \$89,751 certificated salaries \$69,552 classified salaries \$49,881 benefits \$1,950 supplies \$27,245 Services \$14,303 Indirect</p>	<p>ESTIMATED ACTUAL</p> <p>Program Specialist/Counselor Title IA \$63,851 certificated salaries \$23,306 benefits</p> <p>Special Education \$89,298 certificated salaries, \$69,034 classified salaries, \$45,560 benefits, \$1,169 supplies, \$8,742 services, \$12,828 indirect</p>

Action

1B

Actions/Services

<p>1B: Implementation and Program effectiveness will be monitored on a regular basis utilizing data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists, annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well maintained learning environment) including the core components of Implementation Science.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> · School Principal · Williams Compliance Coordinator · Williams Support Operations Services (SOS) Coordinator · Assistant Superintendent of Instructional Services · Alternative Education Leadership team 	<p>ACTUAL</p> <p>Established an Alternative Education leadership team that meets monthly, developed a Wednesday staff meeting calendar for the school year; established a formal new student orientation process; identified local student achievement targets for attendance, credit completion, and pro social behaviors. In the second semester we re-instated Coordination of Services Team; ELD staff has provided training and guidance on how to use assessments to drive curriculum in ELA and math, as well as how to facilitate a data chat with students. Collaboration between YCOE departments and school site staff. Joint collaboration with probation through PBIS to implement a safe and structured learning and living environment. YCOE team has improved processes of collecting data and identified key data and sources to insure we have consistent and reliable data. Piloted data system Illuminate.</p> <p>Set individual student targets and reported on them at YCOE division - wide</p>
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Expenditures

Data will be shared with school board and stakeholders every November, annually.	meeting.
School Principal \$137,179 LCFF Certificated Supervisor Sal/bens	ESTIMATED ACTUAL School Principal LCFF \$114,134 certificated salaries, \$27,416 benefits
Williams Compliance Coordinator \$30,049 LCFF Classified salary and benefits	Williams Coordinator LCFF \$15,349 classified salaries, \$5,032 benefits
Williams SOS Coordinator \$2,259 LCFF Classified sal/bens	Williams SOS Coordinator LCFF \$1,692 classified salaries, \$616 benefits
Assistant Superintendent Instructional Services \$153, 578 LCFF Certificated sal/bens	Assistant Superintendent LCFF \$126,767 certificated salaries, \$29,673 benefits

Action

1C

Actions/Services

<p>1C: Implement the use of the student information system and assessment management system district-wide and at each site.</p> <p>SERVICES:</p> <ul style="list-style-type: none"> - Illuminate Information & Assessment Data Reporting System - AERIES student system
<p>\$2000 Illuminate LCFF Services</p> <p>\$46,334 Aeries LCFF Services</p>

Expenditures

<p>ACTUAL</p> <p>Piloted Illuminate to track assignments and credit completion towards graduation, and to help facilitate between YCOE schools.</p>
<p>ESTIMATED ACTUAL</p> <p>Illuminate LCFF \$2,205 services</p> <p>Aeries LCFF \$46,334 services</p>

Action

1D

Actions/Services

1D: Continue to provide professional development and support on the student information and assessment management systems. Provide beginning, intermediate and advanced levels of workshops at the district level and individualized sessions, as needed on a site-by-site basis for new users.

SERVICES PROVIDED BY:

- Illuminate Information & Assessment Data Reporting System

ACTUAL

Provided PD four times during the 2016-2107 school year.

Expenditures

Included in 1C

ESTIMATED ACTUAL

Action

1E

Actions/Services

1E: For foster youth:

- Foster Youth Liaison provides ongoing county-wide trainings and consultation to school level staff on foster youth policy and practice.
- Foster Youth Liaison coordinates necessary educational services for foster youth with child welfare agency and juvenile court (see Appendix)
- Foster Youth Liaison will meet individually with each foster youth in court/community schools to determine educational needs
- Foster Youth Liaison coordinates supplemental tutoring for foster youth upon request.

ACTUAL

- Tutoring was scheduled for youth and services was facilitated county-wide and at CCCS

Expenditures

Foster Youth Grant \$106,384 Certificated Salary & Benefits \$3,000 Supplies \$33,473 Services \$7,143 Indirect	ESTIMATED ACTUAL Foster Youth Grant \$69,575 certificated salaries, \$21,285 benefits, \$3,000 supplies, \$80,645 services, \$7,775 indirect
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The YCOE Alternative Education team was able to implement most of of the actions and services associated with this goal. The team was fortunate in that each site underwent a review with the accreditation body, the Western Association of Schools and Colleges (WASC), which was tightly aligned with the work of the LCAP and supported accomplishing many of the actions services articulated in this goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services articulated in this goal focused our efforts on meeting the academic needs of youth. During the LCAP review process, stakeholders and the data helped to identify areas of growth for YCOE's Alternative Education program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	(Empty cell)
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Action 1A: Develop master calendar for all program components at each site of who/what/when etc.; dedicated parent education/support/outreach developed in partnership with outside agency; expand data chats beyond student to include family and support staff after each grading period; expand YCOE team services to Dan Jacobs ie. Foster / homeless, STEM, College and Career, Tech; develop a science implementation plan and train appropriate staff; research additional means to deliver PE opportunities to Chavez students. Develop and implement strong transition plans from Dan Jacobs to district schools. Action 1B: Developing a systems and process (action plan) for the collection and review of data, and the decisions

made from the data results. Establish protocols that we use to improve direct services for youth to guide and focus and prioritize our work. Create professional development calendar that's responsive to the data.

Implement a tool (SWIFT - FIA) that assesses our systems and process as well as our instructional & social-emotional support system on an on-going basis (see attachment for sample of Review data from SWIFT - FIA with staff twice during the school year Based on data from SWIFT - FIA decide areas to improve and take necessary steps to implement.

Action 1C: Decide on another data base system to facilitate collection of assignment points for credit tracking.

Action 1D: Include the PD schedule in our monthly calendar of PD

Develop implementation calendar and accountability system to ensure successful implementation

Action 1E: Foster / Homeless Youth Identification and planning for services needs to be developed in a systematic and consistent manner Foster / Homeless Youth Liaison attend transition/MDT meetings with Probation Foster / Homeless Youth Liaison attend COST meetings at CCCS. Foster Youth Services will become Goal #5 in the 17-20 LCAP.

Goal 2

2. Provide a structured positive environment and an engaging instructional program based on effective youth development principles.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. Reduce suspensions by 3% (From 12% to 9%)
2. Increase overall attendance to 75%
3. Reduce Chronic Absenteeism by 5%
4. Calculate accurate dropout rates for middle and high school students using state measure (Lag data – expected August 2016)
5. Establish high school completion baseline for DJ and increase the completion rate for CCCS from 32% to 50% of eligible students
6. Increase percentage of students who receive award certificate to at least 85%.
(Current rate: 31%)
7. Establish average number of credit completion rates per student using 15-16 data.
8. At least 50% of parents, students, and teachers will provide input data from CHKS
9. increase parent meeting participation by 50%

1. **Need to insert data chart from Debi**

2. **Need to insert data from Kim**

100% of our students remain chronically truant

64.3% for CCCS
93.6% for Dan Jacobs

CCCS 6 graduates 6 pending graduation, DJ (5 graduates and 2 GED completers)

100% of students are recognized for attendance on Fridays and pro social behavior through incentivized programming

Need Credit completion rates
37% Student respondents

Action **2A**

Actions/Services

2A: DJ and CCCS will continue to address the social and emotional learning of students. Staff will research and select an appropriate framework and strategies i.e., Positive Behavior Intervention and Supports (PBIS).

ACTUAL
Dan Jacobs

- Three PBIS training sessions were scheduled and delivered
- YCOE and Probation staff have partnered to develop a PBIS

Expenditures

PROFESSIONAL DEVELOPMENT - Selected Framework - Trauma Informed Care SERVICES: Incentives for Recognitions	implementation plan ● YCOE and Probation staff have developed and implemented a behavior management system as a foundation to implementation of PBIS
\$10,000 LCFF Services \$2,000 LCFF Supplies	ESTIMATED ACTUAL Title IA \$5,000 services, Title ID \$1,000 services LCFF \$942 supplies Stuart Foundation unrestricted carryover \$1,034 supplies

Action

2B

Actions/Services

2B: DJ and CCCS will focus on implementation of restorative practices. INCREASED SERVICES: Priority Level of Support: 1. Expelled Youth 2. Low Income 3. Foster Youth Provide a 50% probation officer for 83 school days to engage with students and support restorative practice principles. Provide a 1.0 FTE Youth Advocate. This position will work with students, parents, and staff. The position provides services to students during student hours, conducts home visits, participates in and delivers trainings for staff and parents, and attends court proceedings for students	ACTUAL Hired all staff identified in this action/service. Hired an additional Youth Advocate to serve CCCS-W.
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Expenditures

<p>Provide a 1.0 FTE Program Specialist/Counselor provide a structured positive environment and engaging instructional program based on effective youth development principles and to help students prepare to transition back to their home schools or use CCCS as their pathway to college and career readiness.</p> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> - Restorative Practices (ongoing as needed) - Transition Plan development and implementation 	
<p>Probation Officer services Title 1D \$23,842 services</p> <p>Youth Advocate \$40,869 Title 1D Classified salary and benefits</p> <p>Program Specialist/Counselor included in Action 1A</p>	<p>ESTIMATED ACTUAL</p> <p>Probation Officer Title ID \$35,000 services</p> <p>Youth Advocate (1.125 FTE) Title ID \$35,989 classified salaries, \$15,430 benefits</p>

Action

2C

Actions/Services

<p>2C: Provide transportation for students.</p> <ul style="list-style-type: none"> - Bus Passes - Pick up by staff using YCOE van 	<p>ACTUAL</p> <p>Provided transportation support to students via YCOE van Support Staff provided transportation services daily.</p>
<p>LCFF</p> <p>\$4,000 classified salary & benefits</p> <p>\$1,000 supplies</p> <p>\$1,500 services</p>	<p>ESTIMATED ACTUAL</p> <p>LCFF \$1164 classified salaries, \$277 benefits</p> <p>LCFF \$1,500 services</p>

Expenditures

Action

2D

Actions/Services

2D: Reduce the number of Independent Study students by using the Yolo County Conservation Partnership (YCCP) and create a blended and center-based model.

SERVICES PROVIDED BY:
- YCCP

ACTUAL
Implemented YCCP program in August 2017
Leadership did not create a blended, independent Study (IS)/Center-based model
Opened a middle school classroom to absorb most middle school students attending CCCS - W

Expenditures

\$0

ESTIMATED ACTUAL

Action

2E

Actions/Services

2E: Educational Services will provide technical support in the LCAP development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually.

SERVICES PROVIDED BY:
- Technical Support 17 days

ACTUAL
Technical support is provided on an ongoing basis.

Expenditures

LCFF \$9,904 Classified Supervisor Salaries & Benefits \$988 Indirect	ESTIMATED ACTUAL LCFF \$4895 classified salaries, \$1610 benefits, \$649 indirect
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The YCOE Alternative Education team successfully implemented the majority of the actions and services articulated in this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services articulated in this goal have had a strong impact on increase attendance rates, a reduction in suspension in some of our programs and strengthened our collaboration with key community partners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 2A: Fully implement PBIS at DJ Introduced PBIS at CCCS Woodland and West Sacramento Explore Nurtured Hearts as supplemental program to PBIS at DJ and CCCS Implement incentive program at all alternative education sites

Action 2C: Purchase van for Alternative Education as the donated van is in-operable and we borrowing a van from the Special Education department

Action 2D: Detach YCCP and IS actions and services. Revise.

Action 2E: This action/service will be removed from the 17-20 LCAP as services are provided on an ongoing basis.

Goal 3

3. Provide an instructional program that prepares students with 21st century college and career readiness skills by:

- Assisting students in developing and implementing both short and long term individualized plans focused on: Academic achievement, social/emotional development, and career planning

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

State Assessments:

- CAHSEE (suspended 16-17 school year)
- SBAC (EAP): meet participation rate of 95%; report grade level scores where

ACTUAL

- CAHSEE has been suspended per the California Department of Education
- This data will be available and reported in the fall of 2017.

there are 11+ students at a given grade level

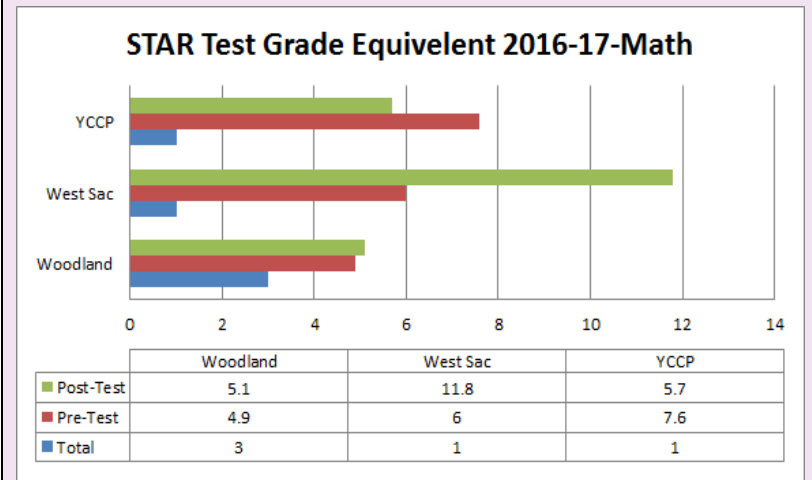
- 3. CELDT – at least 85% of students will improve by one proficiency level, year over year

Local Assessments:

- 4. STAR Renaissance, increase student performance:
 - a. Math at D.J from 0.8 to 1.0; CCCS from 0.4 to 0.6 (Grade level equivalence)
 - b. Reading at DJ from 1.6 to 1.8; CCCS from -0.4 to +0.2 (Grade level equivalence)

3.Data Pending

4.

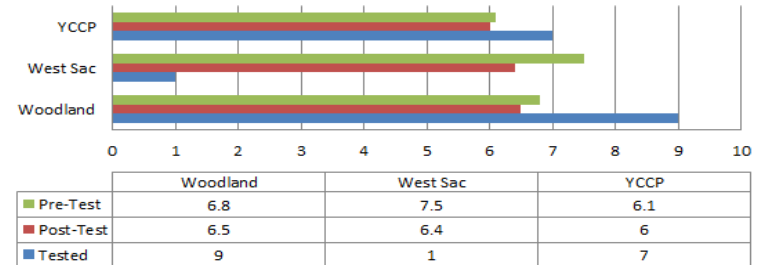


5. Establish baseline of average credits earned toward graduation

OTHER:

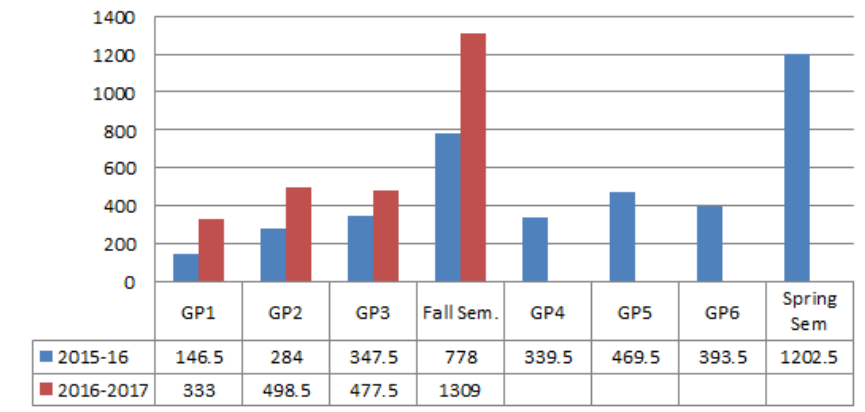
- 6. 100% of students will have access to/enrollment in a broad course of study
- 7. Establish English learner reclassification rate
- 8. 100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates

**STAR Test Grade Equivalent 2016-17-
Reading**



5.

Credits Earned by Grade Period



	<p>6.100% have access.</p> <p>7.Data pending</p> <p>8. 80% of students have an ILP however they are not inclusive of all listed components.</p>
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Action **3A**

Actions/Services

3A: YCOE Alternative Education Programs continue to increase “Pupil Outcomes” by developing and using Individualized Learning Plans (ILP) that will provide feedback to student, teachers and parents on the student’s progress in the following areas:

- credit towards graduation
- pro-social adjustment
- career & college ready skills
- physical education program at DJ

SERVICES:
 Evaluate effectiveness of ILP Form and revise as needed.

- The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team. The ILP will help students prepare to transition back to their home schools, as per their rehabilitation plans, or use CCCS as their pathway to career and college readiness.

Evaluate the physical education program at DJ to confirm alignment with State Graduation Requirements including Health and Fitness regulations. Revisions will be made as

ACTUAL

The ILP document was revised to reflect:

- Pre and post assessment (Dan Jacobs pilot)
- Credit, Behavior and Career and college conversations are happening
- Regular feedback cycles and student involvement needs to improve

Expectations from PE standards are being met. Participation in walking for fitness and/or group exercise.

Expenditures

<p>needed.</p> <p>SERVICES PROVIDED BY: Consultations from:</p> <ul style="list-style-type: none">- 3 Self-Contained Teachers at court and community school sites- Program Specialist/Counselor- Parents- Principal- Probation Officer- Foster Youth Liaison	<p>At the request of teachers, the SPARK curriculum was purchased and YCOE staff will work with probation to coordinate supervision protocols to ensure quality delivery beginning with the 2017-2018 school year.</p>
<p>\$238,057 LCFF salary and benefits (2.75 FTE teachers)</p> <p>\$27,136 Title 1D salary and benefits (0.25 FTE teachers)</p> <p>Program Specialist/ Counselor included in Action 1A</p> <p>Principal included in Action 1A</p> <p>Probation Officer included in Action 2B</p> <p>Foster Youth Liaison included in Action 1E</p>	<p>ESTIMATED ACTUAL</p> <p>LCFF \$181,438 certificated salaries, \$52,207 benefits</p> <p>Title ID \$19,426 certificated salaries, \$5270 benefits</p>

Action

3B

Actions/Services

3B: Increase Proficiency in Reading/ELA & Mathematics: the percentage of all students (including English learners, students with disabilities, socioeconomically disadvantaged, and Latino) achieving proficiency and above will increase according to targets set by the state.

SERVICES PROVIDED BY:

- 3 Self-Contained Teachers at court and community school sites

ACTUAL

State testing results did not provide our program with adequate data as we did not reach the minimum number of students to be tested (11) to generate such data on the SBAC assessment.

84% of staff were trained by the American Reading Company to address the literacy needs of youth this year. 100% will be trained next year.

100% of staff were trained in the use of Odysseyware to address student proficiency in mathematics

Expenditures

Included in Action 3A

ESTIMATED ACTUAL

Action

3C

Actions/Services

3C: Develop technical skills via Career Technical Education (CTE) during the school day and/or after school that may lead to internship or employment opportunity required for the 21st Century career and college readiness work skills. Pilot Get Focused, Stay Focused curriculum for CCCS students and provide food handler and CPR certifications for DJ students.

ACTUAL

Implemented a 5th period CTE academy in partnership with West Sacramento business, Marquez Design and an Administration of Justice instructor through the College and Career Readiness department

We did not implement the food handler and CPR certifications for DJ students, but plan to do so for the 2017-2018 school year

Expenditures

<p>SERVICES PROVIDED BY: .4 CTE Teacher at DJ and CCCS Woodland site</p>	<p>Implemented A Second Chance Through Music training program at Dan Jacobs</p>
<p>.2 FTE teacher Title 1, Part D included in Action 3A .2 FTE teacher \$12,665 CTE Incentive Grant Salary & Benefits</p>	<p>ESTIMATED ACTUAL CTE Incentive Grant \$9,975 certificated salaries, \$3,222 benefits</p>

Action

3D

Actions/Services

<p>3D: Increase language and academic proficiency CONCENTRATED: Priority Students: 1) English Learners 2) Redesignated ELs 3) Low Income 4) Foster Youth</p> <p>Implement Performance Rubrics: Growth toward Proficient must be met in all areas.</p> <p>Provide targeted social & academic Tutoring and Mentoring support for CCCS Students in class and outside of class</p> <p>Provide targeted social & academic Tutoring and Mentoring support for DJ students in the self-contained classrooms and the after school program</p> <p>Provide literacy instruction in partnership with the Alternative Education instructional staff.</p> <p>SERVICES PROVIDED BY:</p>	<p>ACTUAL</p> <p>Provided a science and math tutor at CCCS W Partnered with</p> <p>Performance rubrics were not implemented at Dan Jacobs</p> <p>YCOE and Probation staff collaborated to implement tutoring services after school at Dan Jacobs – students were able to earn credits based on work completed under the guidance of tutors from UC Davis, Holy Rosary Church, and other community organizations</p>
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Expenditures

<ul style="list-style-type: none"> 2) Juvenile Hall Tutoring Program Coordinator 3) Juvenile Hall volunteers 4) 1 Assistant Superintendent of Instructional Services 5) 3 DJ Teachers 6) 2 DJ Para educators 7) 2 CCCS Para educators 8) CCCS volunteer tutors
<p>JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall</p> <p>Assistant Superintendent Instructional Services included in Action 1B</p> <p>DJ Teachers included in Action 3A</p> <p>\$148,977 LCFF classified salaries and benefits</p>

ESTIMATED ACTUAL

2 CCCS paras/ 1 DJ para (1.75 FTE)
LCFF \$41,426 classified salaries, \$14,009 benefits

Action

3E

Actions/Services

<p>3E: Provide enrichment activities: Research and provide financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p> <p>Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.</p>
<p>\$5,000 LCFF services</p>

ACTUAL

Presentations were made in YCCP by the Travis Federal Credit Union regarding financial literacy

Researched the Dave Ramsey financial literacy curriculum for high school students. Will develop pilot of this program in at least two classrooms during the 2017-2018 school year

Expenditures

ESTIMATED ACTUAL

LCFF \$5,000 services

Action **3F**

Actions/Services

<p>3F: Strategic Planning: Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities for instructional and support staff. With a minimum of two follow-up sessions throughout the school year.</p>
<p>\$0</p>

<p>ACTUAL These sessions were scheduled and executed. Staff valued this time to plan and set the stage for the school year. This practice will continue for the 2017-2018 school year.</p>
<p>ESTIMATED ACTUAL</p>

Action **3G**

Actions/Services

<p>3G: Yolo County Conservation Partnership: Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.</p>
<p>\$0</p>

<p>ACTUAL YCCP was implemented and will continue for the 2017-2018 school year</p>
<p>ESTIMATED ACTUAL</p>

Action **3H**

Actions/Services

<p>3H: For English learners: Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation</p> <p>SERVICES PROVIDED BY: - Program Specialist ELA/ELD Coach</p>
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<p>ACTUAL</p> <p>All teachers and para-educators attended training on the ELA CA State Standards (Common Core)</p> <p>Coaching in the use of the ELD standards occurred through peer-to-peer collaboration and support from our Literacy Program Specialist</p>
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Expenditures

<p>Student Services Reserve</p> <p>Program Specialist \$94,503</p> <p>Certificated Supervisor Salary & Benefits \$1,000</p> <p>Supplies \$5,592</p> <p>services \$10,089</p> <p>Indirect</p>
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<p>ESTIMATED ACTUAL</p> <p>Student Services Reserve \$78,287</p> <p>certificated salaries, \$21,099 benefits, \$1,000 supplies, \$2,600 services, \$10,278 indirect</p>
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<p>The YCOE Alternative Education team implemented many of the elements of this goal. The</p>

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

ELAC/DELAC/DAC Meeting: August 11, 2016
Yolo County School Board Trustees and Superintendent Advisory Members (9 participants) received an update of current LCAP implementation and a copy of the internal timeline for YCOE's LCAP team. November 15, 2016 March 28, 2017 April 25, 2017 May 23, 2017
YGRIP (Youth Gang Reduction, Intervention and Prevention Project) (15 participants: Woodland JUSD, YCOE, Mental Health, Yolo County Sheriff, Woodland PD, Yolo County YMCA, Chamber of Commerce, Public Defender, District Attorney) September 9, 2016 October 14, 2016 December 5, 2016 February 10, 2017 April 14, 2017
YTAC (Yolo Truancy Abatement Committee) (14 participants: School Districts, Mental Health, Probation, District Attorney, Public Defender) received an update on the key August 10, 2016 September 14, 2016

<p>October 12, 2016 January 10, 2017 March 8, 2017 May 10, 2017</p>
<p>Students to completed questionnaire about LCAP April 2016 (WASC Student Survey) Fall 2016 (California Healthy Kids Survey)</p>
<p>Alternative Education Leadership met on the following dates to plan, develop, review information pertaining to the LCAP: December 18, 2015 February 2, 2016 February 22, 2016 March 23, 2016 April 8, 2016 May 2, 2016</p>
<p>Stake Holder Meetings Staff, CSEA, YEA, received an update on LCAP March 30, 2017 April 12, 2017 April 28, 2017</p>
<p>School Site Council, additional parents, staff, students received an update on LCAP March 2017</p>

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

<p>Suggested a stakeholder group with Dan Jacobs's students.</p> <ul style="list-style-type: none"> • Additional reading materials will be added • Student representatives will be added to the PBIS team • Individual Learning plan will be updated
<p>Board member feedback pertaining to LCAP:</p> <ul style="list-style-type: none"> • Clarify pro-social behavior development is in support of student growth. • Yolo Arts Artist in School should be occurring. • Spanish materials in print and digital for DJ and Office of Refugee Resettlement (ORR) students. • Positive calls to parents from teachers/staff on a regular basis
<p> </p>
<p> </p>
<p>Most students feel safe at school and believe they receive positive feedback from teaches, counselor, and principal. Students would like assistance in applying for scholarships and college applications, increased internship opportunities. They would also like a credit building/financial planning/financial literacy course.</p>
<p>Staff reviewed stakeholder recommendations and integrated the information into the 2017-2018, 2018-19, 2019-2020 plans.</p>
<p>Teachers will be involved with the ILP process and STAR Renaissance pre/post testing, possibly allow an hour a week with subs to cover. The Physical Education program was developed and is in process in DJ but discussion needs to take place between YCOE and Juvenile Hall. Overall, administration wants to develop a more intentional program across classrooms to have a consistent message to students.</p>
<p>Students would like assistance in applying for scholarships and college applications, increased internship opportunities. They would also like a credit building/financial planning/financial literacy course.</p>

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Develop and Implement a multi-tiered system of support in collaboration with partner agencies and families which improves student: social-emotional health, overall well-being and successful reintegration to comprehensive school or community settings using pro social behaviors.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Identified Needs: (Conditions for Learning)

1. The multi-tiered system of support being developed and implemented in our court and community school programs needs to be responsive to the goals, strengths, and areas of growth of the youth enrolled in our schools
2. The YCOE educational and support team and partner agencies need to collaborate closely to serve youth involved in multiple systems
3. The YCOE educational and support team and parents need to collaborate closely to support youth served in our schools
4. Increased parent input on CHKS (California Healthy Kids Survey) and monthly meeting participation
5. Increased sense of safety at the teacher, parent, and student level
6. The YCOE educational and support team needs to use data-based decision making processes to ensure youth are positively impacted by the actions and services that are implemented
7. Youth enrolled in court and community schools typically experience chronically stressful environments in

multiple contexts and benefit from specific systems and practices being implemented by teams of educators, support providers, and parents to increase pro-social behaviors, attendance, and the soft skills necessary to access a quality education, graduate, and succeed in the job fie

8.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reduce suspension rate by 1%	April, 2017:	April, 2018:	April, 2019:	April, 2020:
Increase overall attendance to 75%	Cesar Chavez, W: 63% Cesar Chavez, WS: 60% Dan Jacobs: 95% YCCP: 90%	Cesar Chavez, W: 68% Cesar Chavez, WS: 65% Dan Jacobs: 96% YCCP: 95%	Cesar Chavez, W: 73% Cesar Chavez, WS: 70% Dan Jacobs: 97% YCCP: 95%	Cesar Chavez, W: 75% Cesar Chavez, WS: 75% Dan Jacobs: 98% YCCP: 95%
Reduce Chronic Absenteeism by 1%	100%	99%	98%	97%
Reduce dropout rates for middle and high school students using state measure	7.7% per CDE	7%	5%	3%
Establish high school completion baseline for DJ and increase the completion rate for CCCS	CCCS: 32% of eligible students Dan Jacobs: 2017-2018 will be baseline year pending WASC accreditation Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student's transcript and	CCCS: 35% Dan Jacobs: 35% Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student's transcript and continuously enrolled for 120+ days	CCCS: 40% Dan Jacobs: 40% Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student's transcript and continuously enrolled for 120+ days	CCCS: 45% Dan Jacobs: 40% Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student's transcript and continuously enrolled for 120+ days

	continuously enrolled for 120+ days			
100% of youth enrolled in our programs for 120+ days will increase their grade level equivalency in reading by at least one year				
At least 50% of parents, students, and teachers will provide input data from CHKS	26%	35%	50%	65%
Increase parent meeting participation by 50%	25%	30%	45%	50%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New Modified Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Contract with mental health provide for mental health services for youth and to supplement our efforts to engage families in trusting partnerships. Delivery of services at the community school will be the focus.	Contract with mental health provider, e.g., Communicare, for mental health services for youth and to supplement our efforts to engage families in trusting partnerships. Develop a program-wide wellness plan in collaboration with staff, partner agencies, and families. Develop a wellness center on the campus at Chavez in Woodland.	Contract with mental health provider, e.g., Communicare, for mental health services for youth and to supplement our efforts to engage families in trusting partnerships. Implement and evaluate program-wide wellness plan.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$25,000	Amount \$25,000	Amount \$25,000
Source LCFF	Source LCFF	Source LCFF
Budget Reference Services and Other Operating Expenditures	Budget Reference Services and Other Operating Expenditures	Budget Reference Services and Other Operating Expenditures

Action **1B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
<p>Provide Inclusive Behavior Instruction</p> <p>Continue contract with Placer County Office of Education in partnership with Yolo County Probation to support implementation of Positive Behavior Intervention and Support (PBIS) at Dan Jacobs and plan for implementation across the remaining Alternative Education sites</p> <p>Continue professional development in Trauma-informed practices (TIPs) and implementation of TIPs</p> <p>Explore restorative practices professional development e.g., Nurturing Hearts</p>	<p>Provide Inclusive Behavior Instruction</p> <p>Continue contract with Placer County Office of Education in partnership with Yolo County Probation to support implementation of Positive Behavior Intervention and Support (PBIS) at Dan Jacobs and plan for implementation across the remaining Alternative Education sites</p> <p>Continue professional development in Trauma-informed practices (TIPs) and implementation of TIPs</p> <p>Implement restorative practices professional development e.g., Nurturing Hearts</p>	<p>Provide Inclusive Behavior Instruction</p> <p>Continue contract with Placer County Office of Education in partnership with Yolo County Probation to support implementation of Positive Behavior Intervention and Support (PBIS) at Dan Jacobs and plan for implementation across the remaining Alternative Education sites</p> <p>Continue professional development in Trauma-informed practices (TIPs) and implementation of TIPs</p> <p>Continue restorative practices professional development e.g., Nurturing Hearts</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,200	Amount \$6,000	Amount \$6,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **1C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Purchase a passenger van to support transportation of youth to and from school and field trips	SOS maintenance costs	SOS maintenance costs
SOS maintenance costs		

BUDGETED EXPENDITURES

2017-18

Amount	\$20,000
Source	Lottery
Budget Reference	Capital Outlay

2018-19

Amount	\$500
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

2019-20

Amount	\$500
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

Action **1D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)**2017-18** New Modified Unchanged**Implement the use of the student information system and assessment management system** across our program.**SERVICES:****2018-19** New Modified Unchanged**Implement the use of the student information system and assessment management system** across our program.**SERVICES:****2019-20** New Modified Unchanged**Implement the use of the student information system and assessment management system** across our program.**SERVICES:**

<ul style="list-style-type: none"> - Explore and select AERIES Analytics - AERIES student system Contract with Aeries to support the Student Information System and to monitor student progress toward goals	<ul style="list-style-type: none"> - Train staff and Implement Analytics software - AERIES student system Contract with Aeries to support the Student Information System and to monitor student progress toward goals	<ul style="list-style-type: none"> - Train staff and continue Selected Analytics software - AERIES student system Contract with Aeries to support the Student Information System and to monitor student progress toward goals
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BUDGETED EXPENDITURES

2017-18

Amount	\$50,353
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

2018-19

Amount	\$50,857
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

2019-20

Amount	\$51,366
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

Action **1E**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<p>New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>
<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <p>Home Visits/Family Engagement Staff and Family Training Coordination of Services with Agency, Business, and Educational partners</p>	<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <p>Home Visits/Family Engagement Staff and Family Training Coordination of Services with Agency, Business, and Educational partners</p>	<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <p>Home Visits/Family Engagement Staff and Family Training Coordination of Services with Agency, Business, and Educational partners</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$184,265	Amount	\$189,895	Amount	\$195,642
Source	Title I Part D, Title I Part A and LCFF	Source	Title I Part D, Title I Part A and LCFF	Source	Title I Part D, Title I Part A and LCFF
Budget Reference	Title I Part D Certificated Salaries \$16,510, Title I Part D Classified Salaries \$46,768, Title I Part D Benefits \$28,202, Title I Part A Certificated Salaries \$50,223, Title I Part A Employee Benefits \$15,560, LCFF Classified Salaries \$18,426, LCFF Employee Benefits \$8,576	Budget Reference	Title I Part D Certificated Salaries \$16,758, Title I Part D Classified Salaries \$47,470, Title I Part D Employee Benefits \$30,128, Title I Part A Certificated Salaries \$50,976, Title I Part A Employee Benefits \$16,616, LCFF Classified Salaries \$18,702, LCFF Benefits \$9,245	Budget Reference	Title I Part D Certificated Salaries \$17,009, Title I Part D Classified Salaries \$48,182, Title I Part D Benefits \$32,109, LCFF Classified Salaries \$18,983, Title I Part A Certificated Salaries \$51,741, Title I Part A Employee Benefits \$17,738, LCFF Employee Benefits \$9,880

Action **1F**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, pro-social behavior, and increased student achievement.	Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, pro-social behavior, and increased student achievement.	Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, pro-social behavior, and increased student achievement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$26,000	Amount: \$26,500	Amount: \$27,000
Source: Title I Part D	Source: Title I Part D	Source: Title I Part D

Budget Reference

Services and Other Operating Expenditures

Budget Reference

Services and Other Operating Expenditures

Budget Reference

Services and Other Operating Expenditures

Action **1G**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

<p>Design, implementation and evaluate program effectiveness: On a regular basis utilize data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists) including the core components of Implementation Science.</p> <p>Use the Fidelity Implementation Tool (FIT) to evaluate the strengths and opportunities for improving services to youth enrolled in our programs and their families</p>	<p>Design, implementation and evaluate program effectiveness: On a regular basis utilize data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists) including the core components of Implementation Science.</p> <p>Use the Fidelity Implementation Tool (FIT) to evaluate the strengths and opportunities for improving services to youth enrolled in our programs and their families</p>	<p>Design, implementation and evaluate program effectiveness: On a regular basis utilize data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists) including the core components of Implementation Science.</p> <p>Use the Fidelity Implementation Tool (FIT) to evaluate the strengths and opportunities for improving services to youth enrolled in our programs and their families</p>
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BUDGETED EXPENDITURES

2017-18

Amount

\$534,513

Source

LCFF and Special Education

Budget Reference

LCFF Certificated Salaries \$191,676, LCFF Employee Benefits \$49,910, LCFF Indirect \$24,593, Special Education Certificated Salaries \$100,436, Special Education Classified Salaries \$73,930, Special Education Employee Benefits \$63,912, Special Education Book and Supplies \$1,560, Special Education Services and Other Operating Expenditures \$13,307, Special Education Indirect \$15,189, Program

2018-19

Amount

\$550,156

Source

LCFF and Special Education

Budget Reference

LCFF Certificated Salaries \$194,505, LCFF Employee Benefits \$53,843, LCFF Indirect \$25,282, Special Education Certificated Salaries \$101,943, Special Education Classified Salaries \$75,039, Special Education Employee Benefits \$69,025, Special Education Book and Supplies \$1,560, Special Education Services and Other

2019-20

Amount

\$566,694

Source

LCFF and Special Education

Budget Reference

LCFF Certificated Salaries \$197,377, LCFF Employee Benefits \$58,114, LCFF Indirect \$26,009, Special Education Certificated Salaries \$103,472, Special Education Classified Salaries \$76,165, Special Education Employee Benefits \$74,547, Special Education Book and Supplies \$1,560, Special Education Services and Other Operating Expenditures \$13,307, Special Education Indirect \$16,143, Program Specialist/Counselor cost

Specialist/Counselor cost included in Action 1E.

Operating Expenditures \$13,307, Special Education Indirect \$15,652, Program Specialist/Counselor cost included in Action 1E.

included in Action 1E.

New Modified Unchanged

Goal 2

Engage students and caregivers in a high quality student centered educational program based on effective youth development principles and state performance standards.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

[Identified Need](#)

Identified Needs: Pupil Engagement

The YCOE educational and support team and parents need to collaborate closely to support the academic achievement of youth served in our schools

1. The YCOE educational and support team needs to use data-based decision making processes to ensure youth are positively impacted by the actions and services that are implemented

2. Youth enrolled in court and community schools typically arrive
3. Refine ILP (Individualized Learning Plan) with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates
4. All teachers to be assigned with appropriate credentials
5. Ensure all students have standards-aligned instructional materials and curriculum, including those designed to meet the needs of English Learners, students in the Office of Refugee Resettlement (ORR) program, and students receiving special education services

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will receive instruction in California State Standards (Common Core) English Language Arts & Literacy , Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards per their Individualized Learning Plans	100%	100%	100%	100%
100% of youth enrolled in our programs for 120+ days will increase their grade level equivalency in reading by at least one year	Need baseline data	Need data	Need data	Need data
State Assessments:				

<p>A. SBAC (EAP): meet participation rate of 95%; report grade level scores where there are 11 or more students at a given grade level</p> <p>B. CELDT – at least 85% of students enrolled in our programs for 180 school days will improve by one proficiency level, year over year</p>	<p>Data for Early Academic Program (EAP) not available as less than 11 students were reported</p> <p>New assessment English language acquisition will be in place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline</p>	<p>Pending numbers of students tested</p> <p>New assessment English language acquisition will be in place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline</p>	<p>Pending numbers of students t</p> <p>New assessment English language acquisition will be in place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline</p>	<p>Pending numbers of students tested</p> <p>New assessment English language acquisition will be in place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline</p>
<p>Local Assessments: Individual student performance will increase in reading by 5% and math by 3% as measured by STAR Reading and Math pre and post assessment.</p>	<p>The assessment system is a focus for the 17-18 school year and will assist us in establishing our baseline.</p>	<p>To be determined</p>	<p>To be determined</p>	<p>To be determined</p>
<p>100% of facilities will meet facility inspection criteria</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>100% of teachers assigned with proper credentials</p>	<p>71%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>100% of students will have standards-aligned instructional materials</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core), with an emphasis on language development, academic vocabulary, and reading proficiency</p> <p>Continue to contract with the American Reading Company</p> <p>Explore math curriculum replacement and/or supplement in the following areas:</p> <ol style="list-style-type: none"> 1. Algebra I California Standards (Common Core) 2. Critical thinking, reasoning, and problem solving 	<p>Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core), with an emphasis on language development, academic vocabulary, and reading proficiency</p> <p>Continue to contract with the American Reading Company</p> <p>Explore math curriculum replacement and/or supplement in the following areas:</p> <ol style="list-style-type: none"> 1. Algebra I California Standards (Common Core) 2. Critical thinking, reasoning, and problem solving 	<p>Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core), with an emphasis on language development, academic vocabulary, and reading proficiency</p> <p>Continue to contract with the American Reading Company</p> <p>Explore math curriculum replacement and/or supplement in the following areas:</p> <ol style="list-style-type: none"> 1. Algebra I California Standards (Common Core) 2. Critical thinking, reasoning, and problem solving

BUDGETED EXPENDITURES

2017-18

Amount

\$25,000

Source

LCFF

Budget Reference

Books and Supplies \$18,000, Services and Operating Expenditures \$7,000

2018-19

Amount

\$12,000

Source

LCFF

Budget Reference

Books and Supplies \$2,000, Services and Operating Expenditures \$10,000

2019-20

Amount

\$12,000

Source

LCFF

Budget Reference

Books and Supplies \$2,000, Services and Operating Expenditures \$10,000

2B

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Identify and implement a wide-range of instructional materials to meet the needs non-English speaking students in subject areas such as science and social studies, including the acquisition of additional instructional materials in Spanish for relevant student populations, in particular those in the Office of Refugee Resettlement (ORR) program.	Identify and implement a wide-range of instructional materials to meet the needs non-English speaking students in subject areas such as science and social studies, including the acquisition of additional instructional materials in Spanish for relevant student populations, in particular those in the Office of Refugee Resettlement (ORR) program.	Identify and implement a wide-range of instructional materials to meet the needs non-English speaking students in subject areas such as science and social studies, including the acquisition of additional instructional materials in Spanish for relevant student populations, in particular those in the Office of Refugee Resettlement (ORR) program.
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Books and Supplies \$5,000	Budget Reference	Books and Supplies \$5,000	Budget Reference	Books and Supplies \$5,000

Action **2C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well-maintained learning environment.	Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well-maintained learning environment.	Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well-maintained learning environment.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,918	Amount	\$1,965	Amount	\$1,994
Source	LCFF		Source	LCFF	
Budget Reference	Certificated Salaries \$1,145, Classified Salaries \$176, Employee Benefits \$364, Books and Supplies \$8, Services and Other Operating Expenditures \$48, Indirect \$177		Budget Reference	Certificated Salaries \$1,162, Classified Salaries \$179, Employee Benefits \$386, Books and Supplies \$8, Services and Other Operating Expenditures \$48, Indirect \$182	

2D

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
		<input type="checkbox"/> [Specific Student Group(s)] _____
		<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
		<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase hardware and software and provide professional development to integrate technology in the instructional program	Purchase hardware and software and provide professional development to integrate technology in the instructional program	Purchase hardware and software and provide professional development to integrate technology in the instructional program

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$20,000	Amount \$20,000	Amount \$20,000
Source LCFF	Source LCFF	Source LCFF
Budget Books and Supplies \$15,000, Services	Budget Books and Supplies \$15,000,	Budget Books and Supplies \$15,000, Services and

Reference

and Other Operating Expenditures \$5,000

Reference

Services and Other Operating Expenditures \$5,000

Reference

Other Operating Expenditures \$5,000

New

Modified

Unchanged

Goal 3

Provide an instructional program that prepares students with 21st century college and career readiness skills by:

Assisting students in developing and implementing both short and long term individualized plans focused on: Academic achievement, social/emotional development, and career planning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Identified Needs: Student Outcomes

1. Continue a College and Career readiness continuum of experiences, including Career Technical Education learning (A-G requirement not applicable)
2. Need to establish and articulate clear student performance expectations for college and career readiness, including CTE
3. ILP (Individualized Learning Plan) for the court/community schools to assist in student transitions with indicators tied to:
credits earned in: English, math, social studies, science, arts, physical education, foreign language, Career Technical Education, post-secondary planning, and individual goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will	100% of students will have	100% of students will have	100% of students will have	100% of students will have

<p>have access to/enrollment in a broad course of study</p> <p>100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates</p>	<p>access to/enrollment in a broad course of study</p> <p>100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates</p>	<p>access to/enrollment in a broad course of study</p> <p>100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates</p>	<p>access to/enrollment in a broad course of study</p> <p>100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates</p>	<p>access to/enrollment in a broad course of study</p> <p>100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates</p>
<p>At least 85% of students will participate in arts education</p>	<p>At least 85% of students will participate in arts education</p>	<p>At least 85% of students will participate in arts education</p>	<p>At least 85% of students will participate in arts education</p>	<p>At least 85% of students will participate in arts education</p>
<p>Research/design clearly articulated college and career readiness performance expectations</p>	<p>Revise college and career readiness performance expectations</p>	<p>Revise college and career readiness performance expectations</p>	<p>Revise college and career readiness performance expectations</p>	<p>Revise college and career readiness performance expectations</p>

Action **3A**

Amount	\$799,841	Amount	\$825,245	Amount	\$851,665
Source	LCFF, Foster Youth Grant, Title I Part D	Source	LCFF, Foster Youth Grant, Title I Part D	Source	LCFF, Foster Youth Grant, Title I Part D
Budget Reference	LCFF Certificated Salaries \$422,799, LCFF Classified Salaries \$89,007, LCFF Employee Benefits \$178,940, LCFF Indirect \$70,318, Foster Youth Grant Certificated Salaries \$8,699, Foster Youth Employee Benefits \$2,628, Foster Youth Indirect \$1,153, Title I Part D Certificated Salaries \$18,221, Title I Part D Employee Benefits \$5,646, Title I Part D Indirect \$2,430, Program Specialist/Counselor cost included in Action 1E, Probation Officer cost included in Action 1G, Principal cost included in Action 1H	Budget Reference	LCFF Certificated Salaries \$429,141, LCFF Classified Salaries \$90,342, LCFF Employee Benefits \$193,255, LCFF Indirect \$72,557, Foster Youth Grant Certificated Salaries \$8,829, Foster Youth Employee Benefits \$2,838, Foster Youth Indirect \$1,188, Title I Part D Certificated Salaries \$18,494, Title I Part D Employee Benefits \$6,098, Title I Part D Indirect \$2,503, Program Specialist/Counselor cost included in Action 1E, Probation Officer cost included in Action 1G, Principal cost included in Action 1H	Budget Reference	LCFF Certificated Salaries \$435,578, LCFF Classified Salaries \$91,697, LCFF Employee Benefits \$208,715, LCFF Indirect \$74,924, Foster Youth Grant Certificated Salaries \$8,961, Foster Youth Employee Benefits \$3,065, Foster Youth Indirect \$1,224, Title I Part D Certificated Salaries \$18,771, Title I Part D Employee Benefits \$6,189, Title I Part D Indirect \$2,541, Program Specialist/Counselor cost included in Action 1E, Probation Officer cost included in Action 1G, Principal cost included in Action 1H

Action **3B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
<p>Provide enrichment activities:</p> <p>Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.</p>	<p>Provide enrichment activities:</p> <p>Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.</p>	<p>Provide enrichment activities:</p> <p>Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.</p>

2017-18

Amount	\$10,000
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

2018-19

Amount	\$10,000
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

2019-20

Amount	\$10,000
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

Action **3C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New Modified Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Strategic Planning: Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities for instructional and support staff. With a minimum of one follow-up sessions throughout the school year.	Strategic Planning: Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities for instructional and support staff. With a minimum of one follow-up sessions throughout the school year.	Strategic Planning: Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities for instructional and support staff. With a minimum of one follow-up sessions throughout the school year.

2017-18

Amount

\$7,578

2018-19

Amount

\$7,826

2019-20

Amount

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries \$4,846, Classified Salaries \$916, Employee Benefits \$1,116, Indirect \$700	Budget Reference	Certificated Salaries \$4,919, Classified Salaries \$930, Employee Benefits \$1,254, Indirect \$ 723	Budget Reference	Certificated Salaries \$4,993, Classified Salaries \$944, Employee Benefits \$1,392, Indirect \$ 723

Action **3D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Yolo County Conservation Partnership: Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.	Yolo County Conservation Partnership: Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the	Yolo County Conservation Partnership: Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.

	areas of construction and carpentry.	
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	2017-18	2018-19	2019-20
Amount	\$190,786	\$193,762	\$198,412
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries \$83,664, Classified Salaries \$17,594, Employee Benefits \$34,164, Supplies \$1,000, Services and Operating Expenditures \$36,736, Indirect \$17,628	Certificated Salaries \$84,919, Classified Salaries \$17,858, Employee Benefits \$35,363, Supplies \$1,000, Services and Operating Expenditures \$36,719, Indirect \$17,903	Certificated Salaries \$86,193, Classified Salaries \$18,126, Employee Benefits \$37,839, Supplies \$1,000, Services and Operating Expenditures \$36,922, Indirect \$18,332

Action **3E**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	<u>Scope of Services</u>		
	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges and business sites, internship opportunities, the Yolo County Construction Program (eligibility determined in collaboration with YC Probation), etc.</p> <p>Research and select financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p>	<p>Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges and business sites, internship opportunities, the Yolo County Construction Program (eligibility determined in collaboration with YC Probation), etc.</p> <p>Implement financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p>	<p>Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges and business sites, internship opportunities, the Yolo County Construction Program (eligibility determined in collaboration with YC Probation), etc.</p> <p>Continue to implement financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$30,000	Amount \$45,000	Amount \$10,000

Source	College Readiness Block Grant	Source	College Readiness Block Grant	Source	Lottery
Budget Reference	Books and Supplies \$5,000, Services and Other Operating Expenditures \$22,228 Indirect \$2,772	Budget Reference	Books and Supplies \$8,000, Services and Other Operating Expenditures \$32,842 Indirect \$4,158	Budget Reference	Books and Supplies \$2,000, Services and Other Operating Expenditures \$7,076, Indirect \$924

Goal 4

[State and/or Local Priorities Addressed by this goal:](#)

[Identified Need](#)

Metrics/Indicators		2017-18	2018-19	2019-20
Maintain Community School program as an option for expelled students.	Maintain Community School program as an option for expelled students.	Maintain Community School program as an option for expelled students.	Maintain Community School program as an option for expelled students.	Maintain Community School program as an option for expelled students.
Maintain and update AB922 plan as needed.	Maintain and update AB922 plan as needed.	Maintain and update AB922 plan as needed.	Maintain and update AB922 plan as needed.	Maintain and update AB922 plan as needed.

Action **4A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)]	Expelled Students _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Continue to implement the County-wide Expulsion Plan. Meet with district superintendents to revise the plan as needed and submit the revised version to the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services 	<p>Continue to implement the County-wide Expulsion Plan. Meet with district superintendents to revise the plan as needed and submit the revised version to the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services 	<p>Continue to implement the County-wide Expulsion Plan. Meet with district superintendents to revise the plan as needed and submit the revised version to the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Cost included in Action 1E and 1H	Cost included in Action 1E and 1H	Cost included in Action 1E and 1H

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]	Expelled Students _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Continue coordination between YCOE staff and district liaisons for all referrals to YCOE’s community school and independent study programs. Coordination activities include a well-documented referral process, designated points of contact at each LEA, and integration of special education into the YOE services offerings, and compliance with all placement change requirements for pupils with IEPs.</p> <p>SERVICES PROVIDED BY:</p>	<p>Continue coordination between YCOE staff and district liaisons for all referrals to YCOE’s community school and independent study programs. Coordination activities include a well-documented referral process, designated points of contact at each LEA, and integration of special education into the YOE services offerings, and compliance with all placement change requirements for pupils with IEPs.</p>	<p>Continue coordination between YCOE staff and district liaisons for all referrals to YCOE’s community school and independent study programs. Coordination activities include a well-documented referral process, designated points of contact at each LEA, and integration of special education into the YOE services offerings, and compliance with all placement change requirements for pupils with IEPs.</p>

<ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services 	<p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services 	<p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Cost included in Action 1E and 1H	Amount	Cost included in Action 1E and 1H	Amount	Cost included in Action 1E and 1H
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

<h1><u>Goal 5</u></h1>	<p>Improve the coordination of services for foster youth between Yolo County Districts and the Child Welfare Department.</p>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Coordination between education agencies and child welfare regarding foster youth must be timely, accurate, ongoing, and consistent in order to meet the needs of these youth.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>90% of FY will receive Team Decision Making (TDM). TDM is a meeting to establish goals for successful completion of the next phase of education at each transition: Preschool to Elem. ->Elem. to MS-> MS to HS->HS to post-secondary. TDM includes identifying strengths, needs and services and monitoring progress including tracking SES services.</p>	<p>Identified need to establish goals for successful completion of the next phase of education at each transition: Preschool to Elem. ->Elem. to MS-> MS to HS->HS to post-secondary.</p>	<p>Team Decision Making (TDM) will be explored and developed in order to establish goals for successful completion of the next phase of education at each transition: Preschool to Elem. ->Elem. to MS-> MS to HS->HS to post-secondary. TDM includes identifying strengths, needs and services and monitoring progress including tracking SES services.</p>	<p>Implementation of Team Decision Making (TDM) to establish goals for successful completion of the next phase of education at each transition including identifying strengths, needs and services and monitoring progress including tracking SES services.</p>	<p>90% of FY will receive Team Decision Making (TDM). TDM is a meeting to establish goals for successful completion of the next phase of education at each transition: Preschool to Elem. ->Elem. to MS-> MS to HS->HS to post-secondary. TDM includes identifying strengths, needs and services and monitoring progress including tracking SES services.</p>
<p>At the middle to high school transition, 90% of entering 9th graders will have a high school completion plan. Plan will be reviewed and monitored by one or more of the following: school counselor, social worker, TDM process. Updates or changes made as needed.</p>	<p>Identified need to create a high school completion plan for students entering high school from middle school that is reviewed and monitored.</p>	<p>At the middle to high school transition, develop a high school completion plan. Plan will be reviewed and monitored by one or more of the following: school counselor, social worker, TDM process. Updates or changes made as needed.</p>	<p>At the middle to high school transition, 80% of entering high schoolers will have a high school completion plan. Plan will be reviewed and monitored by one or more of the following: school counselor, social worker, TDM process. Updates or changes made as needed.</p>	<p>At the middle to high school transition, 90% of entering high schoolers will have a high school completion plan. Plan will be reviewed and monitored by one or more of the following: school counselor, social worker, TDM process. Updates or changes made as needed.</p>

All identified foster youth will achieve an attendance rate of 90% or higher.	All identified foster youth will achieve an attendance rate of 90% or higher.	All identified foster youth will achieve an attendance rate of 90% or higher.	All identified foster youth will achieve an attendance rate of 90% or higher.	All identified foster youth will achieve an attendance rate of 90% or higher.
90% of FY will be assessed for SEL needs, and referred as indicated by TDM process. SEL services may include but are not limited to: 2nd Step lessons or groups, BEST/PBIS services, counseling, therapy, referrals to community services	90% of FY will be assessed for SEL needs, and referred as indicated by TDM process. SEL services may include but are not limited to: 2nd Step lessons or groups, BEST/PBIS services, counseling, therapy, referrals to community services	90% of FY will be assessed for SEL needs, and referred as indicated by TDM process. SEL services may include but are not limited to: 2nd Step lessons or groups, BEST/PBIS services, counseling, therapy, referrals to community services	90% of FY will be assessed for SEL needs, and referred as indicated by TDM process. SEL services may include but are not limited to: 2nd Step lessons or groups, BEST/PBIS services, counseling, therapy, referrals to community services	90% of FY will be assessed for SEL needs, and referred as indicated by TDM process. SEL services may include but are not limited to: 2nd Step lessons or groups, BEST/PBIS services, counseling, therapy, referrals to community services

Action **5A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Team Decision Making (TDM), for all foster youth. County and District Liaisons, Social Workers and Counselors will work with Child Welfare Social Workers, Probation Officers, CASA Volunteers and/or Educational Rights Holders to assess each student when entering foster care regarding: grades, attendance, GPA, test scores, credits and social/emotional health to create a baseline and create a unique service plan.</p>	<p>Team Decision Making (TDM), for all foster youth. County and District Liaisons, Social Workers and Counselors will work with Child Welfare Social Workers, Probation Officers, CASA Volunteers and/or Educational Rights Holders to assess each student when entering foster care regarding: grades, attendance, GPA, test scores, credits and social/emotional health to create a baseline and create a unique service plan.</p>	<p>Team Decision Making (TDM), for all foster youth. County and District Liaisons, Social Workers and Counselors will work with Child Welfare Social Workers, Probation Officers, CASA Volunteers and/or Educational Rights Holders to assess each student when entering foster care regarding: grades, attendance, GPA, test scores, credits and social/emotional health to create a baseline and create a unique service plan.</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$150,800	Amount	\$150,425	Amount	\$150,030
Source	Foster Youth Grant	Source	Foster Youth Grant	Source	Foster Youth Grant
Budget Reference	Certificated Salaries \$34,798, Employee Benefits \$10,513, Books and Supplies \$5,000, Services and Other Operating Expenditures \$86,556, Indirect \$13,933	Budget Reference	Certificated Salaries \$35,320, Employee Benefits \$11,354, Books and Supplies \$5,000, Services and Other Operating Expenditures \$84,853, Indirect \$13,898	Budget Reference	Certificated Salaries \$35,850, Employee Benefits \$12,262, Books and Supplies \$5,000, Services and Other Operating Expenditures \$83,056, Indirect \$13,862

Action **5B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Middle and High School Counselors will collaborate to assure that all incoming 8 th graders will have a college preparatory high school completion plan. This plan will be tracked 3x per yr. by School Counselors with assistance from the district liaisons.	Middle and High School Counselors will collaborate to assure that all incoming 8 th graders will have a college preparatory high school completion plan. This plan will be tracked 3x per yr. by School Counselors with assistance from the district liaisons.	Middle and High School Counselors will collaborate to assure that all incoming 8 th graders will have a college preparatory high school completion plan. This plan will be tracked 3x per yr. by School Counselors with assistance from the district liaisons.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Cost Included in Action 5A	Cost Included in Action 5A	Cost Included in Action 5A

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **5C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Part of the TDM process is to orchestrate a tracking system for attendance. District Liaisons will query attendance for foster youth beginning with the second week of school, and continue at regular intervals throughout the school year. Notifications of attendance will be made to foster parents and Child Welfare	Part of the TDM process is to orchestrate a tracking system for attendance. District Liaisons will query attendance for foster youth beginning with the second week of school, and continue at regular intervals throughout the	Part of the TDM process is to orchestrate a tracking system for attendance. District Liaisons will query attendance for foster youth beginning with the second week of school, and continue at regular intervals throughout the school year. Notifications of attendance

Social Workers, as well as the TDM group monitoring students.	school year. Notifications of attendance will be made to foster parents and Child Welfare Social Workers, as well as the TDM group monitoring students.	will be made to foster parents and Child Welfare Social Workers, as well as the TDM group monitoring students.
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BUDGETED EXPENDITURES

2017-18

Amount	Cost Included in Action 5A
Source	
Budget Reference	

2018-19

Amount	Cost Included in Action 5A
Source	
Budget Reference	

2019-20

Amount	Cost Included in Action 5A
Source	
Budget Reference	

Action **5D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All Foster Youth when entering care will be identified and assessed for social/emotional needs by the TDM partners. Social/emotional services may include but are not limited to: 2 nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and referrals to community – based services.	All Foster Youth when entering care will be identified and assessed for social/emotional needs by the TDM partners. Social/emotional services may include but are not limited to: 2 nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and referrals to community – based services.	All Foster Youth when entering care will be identified and assessed for social/emotional needs by the TDM partners. Social/emotional services may include but are not limited to: 2 nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and referrals to community – based services.

BUDGETED EXPENDITURES

2017-18

Amount	Cost Included in Action 5A
Source	
Budget Reference	

2018-19

Amount	Cost Included in Action 5A
Source	
Budget Reference	

2019-20

Amount	Cost Included in Action 5A
Source	
Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 398,157.84

Percentage to Increase or Improve Services:

8.45%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is

checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same

charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

APPENDIX C: Responsibilities of the foster youth liaison with respect to foster youth in county operated schools

1. Develop and provide trainings on foster youth data policy and practice; provide ongoing consultation to school level staff on foster youth data issues as needed.
2. Develop and provide trainings on foster youth credit policy; provide ongoing consultation to school level staff on foster youth credit issues as needed.
3. Ensure that all school site personnel have training and policy guidance on foster youths' rights to remain in school of origin, and to prompt enrollment and transfer of records, including partial credits, when changing schools. Provide ongoing consultation to school level staff. Engage in ongoing collaboration with other school districts and child welfare agency staff to prevent unnecessary school changes and to ensure foster youth are transported to their school of origin when in their best interest.
4. Initiate and maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the LEA.
5. Coordinate with the county child welfare agency and placement providers to ensure foster youth who need to make up credits have access to and are encouraged to attend summer enrichment programs that include credit recovery programs.
6. Work with county child welfare agency and placement providers to ensure foster youth have access to and are encouraged to participate in extracurricular activities including sports, music, student clubs, and afterschool enrichment activities; coordinate access to LEA funds made available to allow foster youth to participate in such activities (e.g. for transportation, uniforms, instrument rental, activity fees, etc.).
7. In coordination with child welfare agency and school site staff, develop transition plans for foster youth to postsecondary education and/or vocational programs.
8. Ensure the LEA's SARB Board and Office of Student Discipline, including members of expulsion panels; receive training on the unique educational needs and challenges faced by foster youth.
9. Work with county child welfare agency staff and school site staff to promote engagement by foster youths' caregivers and education rights holders such as participation in parent-teacher conferences and other school site events, IEP meetings, and meetings with foster youth counselors.
10. Develop and train parents participating in the LCFF parent advisory committees on the educational challenges facing foster youth.

APPENDIX D: Responsibilities of the county office of education foster youth services program

1. Working with the child welfare agency to minimize changes in school placement.
2. Facilitating the prompt transfer of educational records, including the health and education passport, between educational institutions when placement changes are necessary.
3. Providing education-related information to the child welfare agency to assist the child welfare agency to deliver services to foster children, including, but not limited to, educational status and progress information required for inclusion in court reports by *Section 16010 of the Welfare and Institutions Code*.
4. Responding to requests from the juvenile court for information and working with the court to ensure the delivery or coordination of necessary educational services.
5. Working to obtain and identify, and link children to, mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster children.
6. Facilitating communication between the foster care provider, the teacher, and any other school staff or education service providers for the child.
7. Sharing information with the foster care provider regarding available training programs that address education issues for children in foster care.
8. Referring caregivers of foster youth who have special education needs to special education programs and services.

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Attendance Reports	AGENDA ITEM #: 3.6
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Garth Lewis & Sharon Holstege
	DATE: May 23, 2017

BACKGROUND:

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

(a) **Alternative Education**

(b) **Special Education**

Staff will distribute reports as handouts at the meeting.

RECOMMENDATION/COMMENTS: For information.

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Declaration of Need for Fully Qualified Educators of 2017-18	AGENDA ITEM #: 3.7
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Margie Valenzuela
<u>BACKGROUND:</u>	DATE: May 23, 2017

Because there are an insufficient number of appropriately credentialed teachers who meet our employment criteria for certain teaching positions, a Declaration of Need must be submitted to the Commission on Teacher Credentialing. This document declares our need to employ individuals who hold or can qualify for emergency credentials. The declaration will be valid for a one-year period through June 30, 2018.

Our estimated need is as follows:

- **4 CLAD/English Learner Authorization**
- **1 Bilingual Authorization**
- **1 Resource Specialist**
- **8 Limited Assignment Permits:**
 - 2 Multiple Subject
 - 2 Single Subject
 - 4 Special Education

These are only estimates/our declaration can be amended during the year, if necessary.

RECOMMENDATION/COMMENTS: For information.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2017-2018

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name

Signature

Title

Fax Number

Telephone Number

Date

Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County Yolo County CDS Code 57-10579

Name of State Agency Yolo County Office of Education

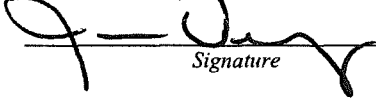
Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 05 / 23 / 2017, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2018.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Jesse Ortiz, E.d.D.		Superintendent
_____ Name	_____ Signature	_____ Title
530-668-3826	530-668-3779	<u>5/5/2017</u>
_____ Fax Number	_____ Telephone Number	_____ Date
1280 Santa Anita Court, Suite 100, Woodland, CA 95776		
_____ Mailing Address		
jesse.ortiz@ycoe.org		
_____ EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>4</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>1</u>
List target language(s) for bilingual authorization: _____	
Resource Specialist	<u>1</u>
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	2
Special Education	4
TOTAL	8

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. YCOE is exploring options into an Intern Program

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 10

If yes, list each college or university with which you participate in an internship program.

Brandman University University of Phoenix

National University

Teachers College of San Joaquin

If no, explain why you do not participate in an internship program.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

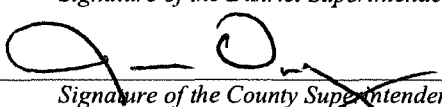
The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

The situation or circumstances that necessitate the use of an emergency permit holder are as follows:
(Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

<i>Signature of the District Superintendent</i>	<i>District</i>	<i>Date</i>
	Yolo	5/5/2017
<i>Signature of the County Superintendent of Schools</i>	<i>County</i>	<i>Date</i>

It is not necessary to submit this form to the Commission on Teacher Credentialing.

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: 2016-17 P-2 ADA Report	AGENDA ITEM #: 3.8
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Mechele Coombs
<u>BACKGROUND:</u>	DATE: May 23, 2017

Attached is the 2016-17 P-2 ADA Report.

RECOMMENDATION/COMMENTS: For information only.

YOLO COUNTY OFFICE OF EDUCATION
Actual Average Daily Attendance

P-2

May 23, 2017

2016/17 Original Budget (A)	2016/17 Period 1 Actual (B)	2016/17 Period 2 Actual (C)	2016/17 Annual Actual (D)	2016/17 Current Budget (E)	P-2 vs. Current Budget (C - E)
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PROGRAM

Cesar Chavez - Wdld Campus	22	32	39	22	17
Cesar Chavez - W Sac Campus	5	10	10	5	5
YCCP	0	12	13	12	1
Juvenile Hall	40	51	49	40	9
Special Education		112	114		
Special Education - ESY		8	8		

Special Education
ADA by District

		ESY
Davis	23.31	1.54
Esparto	4.28	0.17
Washington	23.11	1.81
Winters	5.73	0.55
Woodland	57.07	4.39

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Education Protection Account Spending Plan Fiscal Year 2017-18	AGENDA ITEM #: 3.9
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Mechele Coombs
	DATE: May 23, 2017

BACKGROUND:

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount, which includes charter school general purpose funding. A corresponding reduction is made to an LEA's revenue limit or charter school general purpose state aid equal to the amount of their EPA entitlement.

The estimated EPA amount for 2017-18 is \$757,278

RECOMMENDATION/COMMENTS: For Board information. The Board will be asked to approve the proposed spending plan as listed on the attached document at the June 6, 2017 budget study session.

Education Protection Account Spending Plan

The voters approved Proposition 30 on November 6, 2012 which created the Education Protection Account.

The Yolo County Office of Education has the sole authority to determine how the monies received from the Education Protection Account are spent; and the governing board shall make the spending determinations in open session of a public meeting.

The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative costs.

The Yolo County Office of Education shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent.

The moneys received from the Education Protection Account shall be spent as required by Article XIII Section 36 in the following manner:

To pay for county services to districts.

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of January, February, and March, 2017	AGENDA ITEM #: 3.10
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: <div style="text-align: center;">Viola DeVita</div>
BACKGROUND:	DATE: May 23, 2017

Each year the County Superintendent of Schools must prepare quarterly reports for County Boards of Education that reflect the results of visits to the Decile 1-3 schools in the county, as a result of the Williams Settlement per California Education Code 1240

Please refer to the attached letter and accompanying documents.

Three districts in Yolo County are in Decile 1-3: Washington USD, Winters JUSD, and Woodland JUSD.

Davis JUSD and Esparto USD are not in Decile 1-3 but are included in the Uniform Complaints section of the report.

RECOMMENDATION/COMMENTS: For information.

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints
Quarter of January, February, and March, 2017***

May 23, 2017

Matt Taylor, President
Cirenio Rodriguez, Vice President
Bill Owens
Carol Souza Cole
Shelton B. Yip

Dear Trustees Taylor, Rodriguez, Owens, Souza Cole, and Yip:

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 2016-2017 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits to the Williams schools in the Washington Unified, Winters Joint Unified, and the Woodland Joint Unified school districts for the period of January, February, and March, 2017.

The purpose of my visit(s) as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in four core subject areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the county superintendent:

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

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

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

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

My findings were as follows:

Instructional Materials:

Washington Unified School District:

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

Riverbank K-8 Elementary School: No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.

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

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

Winters Joint Unified School District:

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

Woodland Joint Unified School District:

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

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

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

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

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

School Facilities:

Washington Unified School District:

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

Riverbank K-8 Elementary School: *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

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

Westfield Village Elementary School: *No visits occurred, but quarterly report submissions were reviewed. No visits occurred, but quarterly report submissions were reviewed. One complaint was received concerning a door to Room 8 that is difficult to open and close. Remediation was to take place by the first week of March, 2017. Confirmation has not been received.*

Winters Joint Unified School District:

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

Woodland Joint Unified School District:

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

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

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

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

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

School Accountability Report Card:

Washington Unified School District:

Elkhorn Village Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Teacher information for the school and district for 16-17 was missing. Teacher misassignments for 16-17 was missing. Under Text Books and Instructional Materials, data collection date should show September 2016 and the Math adoption year for new materials was missing.

Remedies were made to the misassignment information for 16-17, and the Math materials adoption of 2016 and uploaded to the school web site May 2017. *However, number of teachers teaching outside their area of competence and the teacher information for the district 16-17 was not updated. These remedies will be reported in the 4th Quarter Williams Report.*

Riverbank Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Teacher information for the school and district for 16-17 was missing. Teacher misassignments for 16-17 was missing. Under Text Books and Instructional Materials, data collection date should show September 2016 and the Math adoption year for new materials was missing. Under School Facility Good Repair Status, the Restrooms/Sinks/Fountains is missing actions taken or planned for repair.

Remedies were made to the number of teachers at the school and misassignment information for 16-17, and the Math materials adoption of 2016 and uploaded to the school web site May 2017. *However, the teacher information for the district 16-17 was not updated and actions taken or planned for repair was not updated. These remedies will be reported in the 4th Quarter Williams Report.*

Stonegate Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Teacher information for the school and district for 16-17 was missing. Teacher misassignments for 16-17 was missing. Under Text Books and Instructional Materials, data collection date should show September 2016 and the Math adoption year for new materials was missing.

Remedies will be reported in the 4th Quarter Williams Report.

Westfield Village Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Teacher information for the school and district for 16-17 was missing. Teacher misassignments for 16-17 was missing. Under Text Books and Instructional Materials, data collection date should show September 2016 and the Math adoption year for new materials was missing. Under School Facility Good Repair Status should note that the data was collected September 2016; the narrative shows an overall rating of “Fair” and should be reported as “Good”. Structural was marked as “Fair” and should have been reported as “Good”. Items, such as trip hazards, expired fire extinguisher inspection, incorrect fire extinguisher bracket listed in the September 2016 Facility Inspection Tool (FIT) report were not mentioned or addressed.

Remedies were made to the school teacher and misassignment information for 16-17, and the Math materials adoption of 2016 and Structural was corrected to “Good”. Changes were uploaded to the school web site May 2017. *However, the number of teachers in the district 16-17 was not updated and the Facility narrative and corrective actions and/or repairs, according to the September 2016 FIT must be addressed. These remedies will be reported in the 4th Quarter Williams Report.*

Winters Joint Unified School District:

Waggoner Elementary: The Waggoner SARC was reviewed February 27, 2017. Findings: ratings for the Waggoner and Shirley Rominger sites were averaged and required separate ratings. Cleanliness was listed as “Fair” and should have been listed as “Good”; Electrical was listed as “Fair” and should have been listed as “Good”; and Safety was listed as “Fair” and should have been listed as “Good”.

The remedies were made and uploaded to the school and SARC web sites on March 1, 2017.

Woodland Joint Unified School District:

Dingle Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Under Text Books and Instructional Materials, the Public Hearing Date shows as September 24, 2015 and should reflect a 2016 date; and the data collection date shows as September 2015 and should show September 2016. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information. *Remedies will be reported in the 4th Quarter Williams Report.*

Freeman Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Under Text Books and Instructional Materials, the Public Hearing Date shows as September 24, 2015 and should reflect a 2016 date; and the data collection date shows as September 2015 and should show September 2016. The School Facility and Planned Improvements show 2015 FIT Report information and should reflect 2016 FIT Report information. *Remedies will be reported in the 4th Quarter Williams Report.*

Gibson Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Under Text Books and Instructional Materials, the Public Hearing Date shows as September 24, 2015 and should reflect a 2016 date; and the data collection date shows as September 2015 and should show September 2016. The School Facility and Planned Improvements show 2015 FIT Report information and should reflect 2016 FIT Report information. *Remedies will be reported in the 4th Quarter Williams Report.*

Ramón S. Tafoya Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Under Text Books and Instructional Materials, the Public Hearing Date shows as September 24, 2015 and should reflect a 2016 date; and the data collection date shows as September 2015 and should show September 2016. The School Facility and Planned Improvements show 2015 FIT Report information and should reflect 2016 FIT Report information. *Remedies will be reported in the 4th Quarter Williams Report.*

Woodland Prairie Elementary School: The 15-16 SARC was reviewed February 27, 2017. Findings included: Under Text Books and Instructional Materials, the Public Hearing Date shows as September 24, 2015 and should reflect a 2016 date; and the data collection date shows as September 2015 and should show September 2016. The School Facility and Planned Improvements show 2015 FIT Report information and should reflect 2016 FIT Report information. *Remedies will be reported in the 4th Quarter Williams Report.*

Teacher Misassignments and Teacher Vacancies:

Quarterly report submissions were reviewed. No complaints were received during this quarter.

Uniform Complaints:

A review of the quarterly submissions showed:

Davis Joint Unified School District – no complaints

Esparto Unified School District – no complaints

Washington Unified School District – one complaint (attached)

Winters Joint Unified School District – no complaints

Woodland Joint Unified School District – no complaints

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	1	1	0
TOTALS	0	0	0

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

Sincerely,



Jesse Ortiz, Ed.D.
Superintendent

Quarterly Report on *Williams* Uniform Complaints
 [Education Code § 35186(d)]

District: Washington Unified School District

Person completing this form: Kilee Lane Title: Director of Fiscal Svc

Quarterly Report Submission Date:
 (check one)

- October 2016
- January 2017
- April 2017
- July 2017

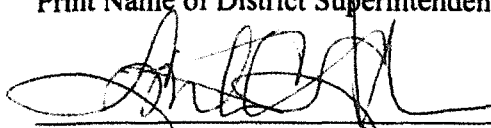
Date for information to be reported publicly at governing board meeting: April 27, 2017

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	-0-	-0-	-0-
Teacher Vacancy or Misassignment	-0-	-0-	-0-
Facilities Conditions	1	1	-0-
TOTALS	1	1	-0-

Linda Luna
 Print Name of District Superintendent

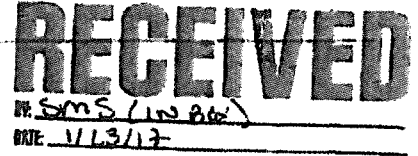


Signature of District Superintendent

04/27/2017
 Date

2016-2017

Williams Complaint Form



Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response, you must provide the following contact information.

Response requested: Yes No

Name (Optional): Brittany Bell Mailing Address (Optional): 1586 Response Rd. Apt 1095
Phone Number Day (Optional): (909) 915-5644 Evening (Optional): Sac, CA 95815

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: 1/11/17 Location of problem (school name, address, and room number or location): Room 8
Westfield Village Elementary, 508 Poplar Ave, West Sac, CA 95691

Course or Grade Level and Teacher Name: 1st grade, Brittany Bell

Describe specific nature of the complaint in detail. You may include as much text as necessary (please use other side): Last year I had multiple issue with my door. We put in multiple work orders for door not closing, door

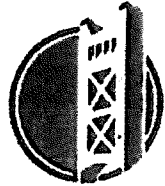
Please file this complaint with the principal of the school or his/her designee in which the complaint occurred:

Location: _____

Address: _____

BOARD OF EDUCATION
Sarah Kirby-Gonzalez, President
Coby Pizzotti, Vice-President
Alicia Cruz, Clerk
Norma Alcalá, Trustee
Jackie Thu-Huong Wong, Trustee

SUPERINTENDENT
Linda C. Luna



**WASHINGTON
UNIFIED
SCHOOL
DISTRICT**
WEST SACRAMENTO

DISTRICT OFFICE
930 Westacre Road
West Sacramento, CA 95691

TEL (916) 375-7600
FAX (916) 375-7619

www.wusd.k12.ca.us

February 2, 2017

Brittany Bell
1586 Response Road, #1095
Sacramento, CA 95815

Re: Westfield Village Williams Complaint

Dear Ms. Bell,

First and foremost, I appreciate you bringing what you consider to be a Williams Act concern to my attention. The health and safety of all of the district's students and staff is a concern that we all have. As a district, we have a responsibility to provide a learning environment that is conducive to the educational process and meets the expectations of the public that we serve. As such, the District has and continues to make reasonable efforts to improve sites as needed and within the constraints of the funding sources available for such use.

In regards to your concerns specifically, on January 11th, 2017, you filed one (1) Williams Complaint in accordance with Education Code section 35186. The complaint was received at the District Office on January 23rd, 2017. The complaint alleges a facility condition that warrants a "huge safety concern" due to the swelling of the door and jamb in Room #8 at the Westfield Village Elementary School. To this extent, I would like to address the concern that you raised, note the corrective action (if any) that has taken place, and identify a plan for future resolution if warranted.

Safety Concern in Room #8

As noted in your complaint, one of the doors to the room is sticking and does not close or open as designed. Work orders for similar issues last year were addressed by making adjustments to the door and hinges, but those adjustments have not produced a permanent result. Currently, the concern is that the door has swelled due to weather and is difficult for students to open in the event of an emergency.

Remediation Action(s)

MOT staff inspected the door in question the week of January 30th, 2017. MOT staff will have the door removed and the hinge side edge trimmed, hinges mortised and reinstalled with some new hardware components. Paint will be reapplied to the door at a later date when class is not in session due to the odor concerns. The repair of the door will be scheduled on a minimum day and will be coordinated with you and the Site Administrator.

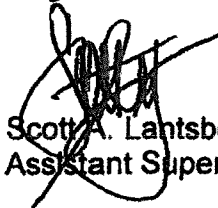
While I understand that you note this issue as being a "huge safety concern", I don't consider it to be a Williams Act violation as it does not pose an emergency or urgent threat. District administrative regulation 1312.4 – Williams Complaint Procedures, section #3 reads as follows:

Facilities – A condition poses an emergency or urgent threat to the health or safety of pupils or staff. Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition.(Education Code 17592.72)

Regardless, the District's MOT team will make corrections to the door as outlined in the above Remediation Action. Based on information they provided, the Remediation Action should be completed in the next 30 calendar days. If they have not, please let your site administrator know so that we can follow up.

Should you have any additional questions regarding this or any other matter, please feel free to contact me directly.

Regards,



Scott A. Lantsberger
Assistant Superintendent of Business Services

Cc: Linda Luna, WUSD Superintendent
Roxanna Villasenor, Principal, Westfield Village Elementary School
Tamara Ethier, Associate Superintendent, Yolo County Office of Education
Brad Von Striver, Director of Maintenance, Operations, and Transportation.
Kilee Lane, Director of Fiscal Services

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Head Start/Early Head Start Reports	AGENDA ITEM #: 3.11
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Gail Nadal and Mechele Coombs
	DATE: May 23, 2017

BACKGROUND:

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 Status** – this is a standing report to the Board

RECOMMENDATION/COMMENTS: For information.



Head Start / Early Head Start

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

EARLY HEAD START

Date: Monday, May 15, 2017				Report Outcomes for the month of April 2017			
#	Program	Site	Ages	Waiting Lists C = Complete () = Over income	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	EHS/State	Lemen	6 wk. – 30 mos.	C0(0)	83.05%	3	3
					92.86%	3	3
					95.00%	4	4
2	EHS/State	Alyce Norman	6 wk. – 30 mos.	C0(0)	92.98%	4	4
					88.00%	4	4
					92.54%	3	3
3	EHS/State	Alyce Norman	24 – 36 mos.	C 4(4)	90.79%	4	4
					98.67%	4	4
					96.67%	4	4
					56.58%	4	4
4	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C 8(2)	N/A	51	51
SUB TOTAL				C 12(6)	88.71%	88	88

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Lincoln	3 – 5	C13(11)	91.52%	16	16
2					94.20%	16	16
3	HS				83.33%	20	17
4					86.13%	20	20
5	HS/State				93.54%	21	21
6					88.10%	21	21
					92.38%	15	15
7	HS/State	Esparto	3 – 5	C6(1)	93.99%	24	24
8	HS/State	Valley Oak	3 - 5	C4(0)	89.47%	16	16
9	HS	Montgomery	3 – 5	C0(0)	89.67%	20	16
10	HS/State	Elkhorn	3 – 5	C4(0)	91.73%	22	20
11	HS/State	Charter	3 – 5	C16(4)	90.57%	24	24
					92.76%	8	8
					91.23%	22	22
12	HS/State	Westfield	3 – 5	C4(0)	91.30%	22	22
SUB TOTAL				C47(16)	90.66%	287	278

TOTAL	C59(22)	89.68%	375	366
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Note: Per Region 9, the 7 Head Start slots are not to be filled this year (3 slots from 3 AM, and 4 from Montgomery). In addition, Elkhorn site had two drops but we are not going to fill the slots because enrollment for our 10-moth programs ends on March 31 of each year. However, this practice will change in the coming year. We will continue to enroll children as long as our sites are open.

Yolo County Office of Education Board of Education

Head Start/Early Head Start/ State Preschool

Gail Nadal

May 2017 Overview

Head Start/Early Head Start/ State Preschool

Program

- All teaching staff received a refresher course on Supervision. With so many new employees and substitutes currently working in Head Start/Early Head Start program we have made a mandatory revisit and review of our Supervision policies and procedures.
- On May 5th, Head Start held its annual All Staff Training Day. Staff were able to choose from an array of self learning and reflective trainings to complete the year. It was a nice morning because so many had not seen each other throughout the year. This day allows us to recognize the team that we have and to enjoy each other's company through effective training.
- We have a group of 6 teachers participating for the next 6 Wednesdays in the RIE Foundation class that Gail is teaching. The group will learn about the Educaring Approach and the ideas around respectful and responsive infant/toddler caregiving.
- The Yolo QRIS will have state preschool closing soon and we are happy to announce that all classrooms in Yolo County have reached the CDE's "quality" level in its state preschool classroom. Through ongoing mentor coaching we have seen a significant gain in classroom quality. Teacher will be receiving a stipend for their ongoing improvement in the classrooms.

Policy Council

- The Policy Council continue to meet review all areas of operation for the Head Start program. We are delighted that our parents are so involved and supportive of the Head Start program.

Planning

- Our classrooms have begun to end the year with first our Head Start only half day programs ending May 5th. Soon our full day programs will be ending with a staggered end day approximately June 1st. Our full day full year classrooms will continue through the summer. This has been a productive year.

Executive Summary
2016/2017 Fiscal Year
April 30, 2017

Program	Working Budget	Current Expenditures	Year-To-Date Expenditures	Encumbered	Balance	% of Budget Spent	% of Budget Encumbered	% of Budget Unspent or Not Obligated
Head Start	\$ 2,771,863	\$ 166,864	\$ 1,876,177	\$ 400,150	\$ 495,537	67.69%	14.44%	17.88%
Early Head Start	\$ 1,057,497	\$ 53,682	\$ 698,732	\$ 180,192	\$ 178,573	66.07%	17.04%	16.89%
Head Start T&TA	\$ 33,692	\$ 5,915	\$ 19,159	\$ 10,921	\$ 3,612	56.87%	32.41%	10.72%
Early Head Start T&TA	\$ 25,983	\$ 5,365	\$ 11,655	\$ 9,205	\$ 5,122	44.86%	35.43%	19.71%
Total Grant	\$ 3,889,035	\$ 231,825	\$ 2,605,723	\$ 600,468	\$ 682,844	67.00%	15.44%	17.56%

Credit Cards	Monthly Expense
Visa	\$ 9,651.11
Wal-Mart	\$ 104.43
Nugget/Food 4 Less	\$ 190.05
Interstate Oil	\$ 438.66
Total Credit Card Expense	\$ 10,384.25

Administrative Percent Calculation	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	15%

Calculation of In-Kind Contributions		
	Dollars Expended	In-Kind Required
	Year-To-Date	
Head Start:	\$ 1,876,176.70	\$ 469,044.18
Head Start T & TA:	\$ 19,159.24	\$ 4,789.81
Early Head Start:	\$ 698,731.80	\$ 174,682.95
Early Head Start T & TA:	\$ 11,655.37	\$ 2,913.84
Total	\$ 2,605,723.11	\$ 651,430.78
	Amount Required:	\$ 651,430.78
	Actual In-Kind:	\$ 1,161,590.69
	*Surplus/(Deficit):	\$ 510,159.91

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

CACFP Meal Reimbursement: March 2017			
	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast	2060	\$ 3,522.60	\$ 348.35
AM Snacks	253	\$ 217.58	\$ -
Lunch	4226	\$ 14,326.14	\$ 714.62
PM Snacks	3123	\$ 2,685.78	\$ -
	Total Reimbursement	\$ 21,815.07	

**HEAD START
2016/2017 BUDGET
April 30, 2017**

Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				% %
				Current	Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	2,722,852	49,011	2,771,863	625,676	991,667		1,780,196	64.22%
COLA			0		0		0	
Local Restricted	0		0	0	0		0	0.00%
Total Revenues	2,722,852	49,011	2,771,863	0	991,667	0	1,780,196	64.22%
Expenditures:								
Salaries	1,357,984	(179,954)	1,178,030	105,126	953,562	204,162	20,306	1.72%
Substitutes	37,000	547	37,547	4,138	28,133	0	9,414	25.07%
Benefits	562,309	(159,393)	402,916	31,774	287,143	65,819	49,954	12.40%
Supplies	20,311	102,397	122,708	1,201	23,440	83,576	15,692	12.79%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	2,500	4,455	6,955	0	3,210	1,267	2,478	35.63%
<i>Site Supplies</i>	17,297	98,456	115,753	1,201	20,230	82,309	13,214	11.42%
Contracted Services	42,472	182,467	224,939	15,545	154,256	37,337	33,345	14.82%
Operations	432,091	(47,523)	384,568	2,404	235,846	4,667	144,055	37.46%
<i>Rent, Utilities, Security, Pest Control, etc.</i>								
Other	22,346	11,601	33,947	2,190	19,481	4,589	9,878	29.10%
Improvements	0	57,265	57,265	0	0	0	57,265	0.00%
CSBS Balance Line	0	37,789	37,789	0	0		37,789	0.00%
Fund Reserve	0	0	0		0	0	0	0.00%
Indirect Costs	246,956	(5,196)	241,760	0	153,654	0	88,106	36.44%
Tsfer to Cafe Fund	50,394	0	50,394	4,485	20,662	0	29,732	59.00%
Total Expenditures	2,771,863	0	2,771,863	166,864	1,876,177	400,150	495,537	17.88%
Non-Federal								
				Year-to-date				
In Kind	692,966	0	692,966	Earned 264,930	Required 469,044		223,922	32.31% *
Grand Total:/Total final:	3,464,829	0	3,464,829	2,141,107		0	1,323,722	38.20%

* Represents the percent (%) of In-Kind still outstanding

**PROGRAMA HEAD START
PRESUPUESTO 2016/2017**

Recurso 5210		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA						Lo que va del año	Sobrecargado		
Ingresos:									
	Todos los otros Federales	2,722,852		2,771,863	625,676	991,667		1,780,196	64.22%
		0		0				0	
		0	0	0	0	0			
	Total Revenues/Total de Ingresos	2,722,852	0	2,722,852	0	991,667	0	1,731,185	
Gastos:									
	Salarios	1,357,984	(179,954)	1,178,030	105,126	953,562	204,162	20,306	1.72%
	Substitutos	37,000	547	37,547	4,138	28,133	0	9,414	25.07%
	Beneficios	562,309	(159,393)	402,916	31,774	287,143	65,819	49,954	12.40%
	Provisiones	20,311	102,397	122,708	1,201	23,440	83,576	15,692	12.79%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	2,500	4,455	6,955	0	3,210	1,267	2,478	35.63%
	<i>Articulos de oficina para el centro</i>	17,297	98,456	115,753	1,201	20,230	82,309	13,214	11.42%
	Servicios Contratados	42,472	182,467	224,939	15,545	154,256	37,337	33,345	14.82%
	Gastos de Operación	432,091	(47,523)	384,568	2,404	235,846	4,667	144,055	37.46%
	<i>Renta, gas y luz, seguridad, fumigacion, etc.</i>								
	Otros	22,346	11,601	33,947	2,190	19,481	4,589	9,878	29.10%
	Mejoras a las Instalaciones/Edificios	0	57,265	57,265	0	0	0	57,265	100.00%
	Línea de Balance CSBS	0	37,789	37,789	0	0		37,789	0.00%
	Fondos de Reserva	0	0	0	0	0		0	0.00%
	Gastos Indirectos	246,956	(5,196)	241,760	0	153,654	0	88,106	36.44%
	transferencia al fondo del café	50,394	0	50,394	4,485	20,662	0	29,732	59.00%
	Total de Gastos	2,771,863	0	2,771,863	166,864	1,876,177	400,150	495,537	17.88%
No Federales									
					Lo que va del año				
					Actual	Requerido			
	De donaciones	692,966	0	692,966	264,930	469,044		223,922	32.31% *
	Total final:	3,464,829	0	3,464,829	2,141,107		0	1,323,722	38.20%

* Representa el porcentaje (%) de donaciones faltantes

**EARLY HEAD START
2016/2017
April 30, 2017**

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,038,799	18,698	1,057,497		411,061	0	646,436	61.13%
COLA			0		0		0	
Local Restricted	0	0	0		0		0	
Total Revenues	1,038,799	18,698	1,057,497		411,061	0	646,436	61.13%
Expenditures								
Salaries	551,049	(69,823)	481,226	39,012	399,422	74,361	7,443	1.55%
Substitutes	25,700	(500)	25,200	31	11,662	0	13,538	53.72%
Benefits	206,394	(37,744)	168,650	11,872	121,769	22,415	24,466	14.51%
Supplies	40,650	13,691	54,341	300	11,552	31,625	11,164	20.54%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	2,000	1,443	3,443	0	805	684	1,954	56.75%
<i>Site Supplies</i>	38,650	822	50,898	300	10,747	30,941	9,210	18.10%
Contracted Services	38,044	58,756	96,800	41	37,404	49,451	9,946	10.27%
Operations	70,933	1,188	72,121	364	41,523	1,114	29,484	40.88%
<i>Rent, Utilities, Security, Pest Control, etc.</i>		0						
Other	17,310	5,335	22,645	822	10,677	1,226	10,742	47.44%
CSBS Balance Line	0	16,891	16,891	0		0	16,891	0.00%
Building/Land Improvements	0	8,214	12,557	0	0	0	12,557	0.00%
Indirect Costs	94,818	(351)	94,467	0	58,027	0	36,440	38.57%
Tsfer to Cafe Fund	12,599	0	12,599	1,240	6,697	0	5,902	46.85%
Total Expenditures	1,057,497	(4,343)	1,057,497	53,682	698,732	180,192	178,573	16.89%
			0					
Non-Federal								
				Year-to-date				
				Earned	Required			
In Kind	264,374		264,374	119,330	174,683		89,691	33.93% *
Grand Total:	1,321,871	(4,343)	1,317,528	818,062			499,466	37.91%

* Represents the percent (%) of In-Kind still outstanding

**PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2016/2017**

Recurso 5212

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	1,038,799	0	954,810	0	411,061	0	543,749	56.95%
	0		0				0	
	0		0		0		0	
Total de Ingresos	1,038,799	0	1,057,497	0	411,061	0	646,436	61.13%
Gastos:								
Salarios	551,049	(69,823)	481,226	39,012	399,422	74,361	7,443	1.55%
Substitutos	25,700	(500)	25,200	31	11,662	0	13,538	53.72%
Beneficios	206,394	(37,744)	168,650	11,872	121,769	22,415	24,466	14.51%
Provisiones	40,650	13,691	54,341	300	11,552	31,625	11,164	20.54%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	2,000	1,443	3,443	0	805	684	1,954	56.75%
<i>Articulos de oficina para el centro</i>	38,650	12,248	50,898	300	10,747	30,941	9,210	18.10%
Servicios Contratados	38,044	58,756	96,800	41	37,404	49,451	9,946	10.27%
Gastos de Operación	70,933	1,188	72,121	364	41,523	1,114	29,484	40.88%
<i>Renta, gas y luz, seguridad, fumigacion, etc.</i>								
Otros	17,310	5,335	22,645	822	10,677	1,226	10,742	47.44%
Línea de Balance CSBS	0	16,891	16,891	0			16,891	0.00%
Fondos de Reserva	47,899	8,214	12,557	0	0	0	12,557	0.00%
Gastos indirectos	94,818	(351)	94,467	0	58,027	0	36,440	38.57%
transferencia al fondo del café	12,599	0	12,599	1,240	6,697	0	5,902	46.85%
Total de Gastos	1,105,396	(4,343)	1,057,497	53,682	698,732	180,192	178,573	16.89%
					Lo que va del año			
No Federales				Actual	Requerido			
De donaciones	264,374		264,374	119,330	174,683		89,691	33.93% *
Total final:	1,369,770	(4,343)	1,365,427	818,062			499,466	36.58%

* Representa el porcentaje (%) de donaciones faltantes

**HEAD START
T & TA
2016/2017
April 30, 2017**

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				% %
				Current	Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	33,692	0	33,692		6,824		26,868	79.75%
Total Revenues	33,692	0	33,692		6,824	0	26,868	79.75%
Expenditures								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	5,410	(4,998)	412	0	399	13	1	0.23%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,657	(1,503)	154	0	141	13	0	0.00%
<i>Site Supplies</i>	3,753	(3,495)	258	0	257	0	1	0.37%
Contracted Services (5800)	14,885	(10,977)	3,908	0	2,502	1,404	2	0.05%
Other (5200)	10,340	15,975	26,315	5,915	15,057	9,504	1,754	6.66%
Indirect Costs	3,057	0	3,057	0	1,202	0	1,855	60.68%
Total Expenditures	33,692	0	33,692	5,915	19,159	10,921	3,612	10.72%
Non-Federal					Year-to-date			
	8,423	0	8,423	Earned 2,009	Required 4,790		6,414	76.15% *
Grand Total:	42,115	0	42,115	21,168			20,947	49.74%

* Represents the percent (%) of In-Kind still outstanding

**PROGRAMA HEAD START
T y TA
PRESUPUESTO 2016/2017**

Recurso 5208		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %	
CATEGORÍA						Lo que va del año	Sobrecargado			
Ingresos:										
Todos los otros Federales		33,692	0	33,692	0	6,824	0	26,868	79.75%	
Total de Ingresos		33,692	0	33,692	0	6,824	0	26,868	79.75%	
Gastos:										
Salarios		0	0	0	0	0	0	0	0.00%	
Beneficios		0	0	0	0	0	0	0	0.00%	
Provisiones		5,410	(4,998)	412	0	399	13	1	0.23%	
<i>Articulos para las actividades de los padres y comida para las juntas</i>		1,657	(1,503)	154	0	141	13	0	0.00%	
<i>Articulos de oficina para el centro</i>		3,753	(3,495)	258	0	257	0	1	0.37%	
Servicios Contratados		14,885	(10,977)	3,908	0	2,502	1,404	2	0.05%	
Otros		10,340	15,975	26,315	5,915	15,057	9,504	1,754	6.66%	
Gastos Indirectos		3,057	0	3,057	0	1,202	0	1,855	0.00%	
Total de Gastos		33,692	0	33,692	5,915	19,159	10,921	3,612	10.72%	
					Lo que va del año					
No Federales					Actual	Requerido				
De donaciones		8,423	0	8,423	2,009	4,790	6,414		76.15% *	
Total final:		42,115	0	42,115	21,168			20,947	49.74%	

* Representa el porcentaje (%) de donaciones faltantes

**EARLY HEAD START
T & TA
2016/2017 BUDGET
April 30, 2017**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				% %
				Current	Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	25,983	0	25,983	902	2,778	0	23,205	89.31%
Total Revenues	25,983	0	25,983	902	2,778	0	23,205	
Expenditures								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	4,601	(4,087)	514	0	240	4	270	52.58%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,769	(1,723)	46	0	42	4	0	0.00%
<i>Site Supplies</i>	2,832	(2,364)	468	0	198	0	270	57.75%
Contracted Services	11,343	(8,569)	2,774	0	1,404	936	434	15.63%
Other	7,681	12,656	20,337	5,365	9,440	8,266	2,631	12.94%
Indirect Costs	2,358		2,358	0	571	0	1,787	75.79%
			0					
Total Expenditures	25,983	0	25,983	5,365	11,655	9,205	5,122	19.71%
Non-Federal				Year-to-date				
				Earned	Required			
In Kind	6,496		6,496	1,018	2,914		5,478	84.33% *
Grand Total:	32,479	0	32,479	12,673	0	0	19,805	60.98%

* Represents the percent (%) of In-Kind still outstanding

**PROGRAMA EARLY HEAD START
T & TA
PRESUPUESTO 2016/2017**

Recurso 5218		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA						Lo que va del año	Sobrecargado		
Ingresos:									
Todos los otros Federales		25,983	0	25,983	902	2,778	0	23,205	89.31%
Total de Ingresos		25,983	0	25,983	902	2,778	0	23,205	
Gastos:									
Salarios		0	0	0	0	0	0	0	0.00%
Beneficios		0	0	0	0	0	0	0	0.00%
Provisiones		4,601	(4,087)	514	0	240	4	270	52.58%
<i>Articulos para las actividades de los padres y comida para las juntas</i>		1,769	(1,723)	46	0	42	4	0	0.00%
<i>Articulos de oficina para el centro</i>		2,832	(2,364)	468	0	198	0	270	57.75%
Servicios Contratados		11,343	(8,569)	2,774	0	1,404	936	434	15.63%
Otros		7,681	12,656	20,337	5,365	9,440	8,266	2,631	12.94%
Gastos Indirectos		2,358	0	2,358	0	571	0	1,787	75.79%
Total de Gastos		25,983	0	25,983	5,365	11,655	9,205	5,122	19.71%
Lo que va del año									
No Federales					Actual	Requerido			
De donaciones		6,496		6,496	1,018	2,914		5,478	84.33% *
Total final:		32,479	0	32,479	12,673	0	0	19,805	60.98%

* Representa el porcentaje (%) de donaciones faltantes

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT
2016/2017
April**

MANAGER	VISA	Wal Mart
Gail Nadal		
Travel/Conference	\$ 1,727.77	\$ -
Center Supplies	\$ 3.82	\$ -
TOTAL	<u>\$ 1,731.59</u>	<u>\$ -</u>
Genet Telahun		
Travel/Conference		\$ -
Center Supplies	\$ 128.36	\$ -
TOTAL	<u>\$ 128.36</u>	<u>\$ -</u>
Mary Kragel		
Travel/Conference	\$ 1,933.19	\$ -
Center Supplies	\$ 179.91	\$ -
TOTAL	<u>\$ 2,113.10</u>	<u>\$ -</u>
Gustavo Melgoza		
Travel/Conference	\$ 1,853.18	\$ -
Center Supplies		\$ -
TOTAL	<u>\$ 1,853.18</u>	<u>\$ -</u>
Connie Luna		
Travel/Conference	\$ 1,389.17	\$ -
Center Supplies		\$ -
TOTAL	<u>\$ 1,389.17</u>	<u>\$ -</u>
Stephanie Gray		
Travel/Conference	\$ 815.43	\$ -
Center Supplies		\$ -
TOTAL	<u>\$ 815.43</u>	<u>\$ -</u>
Jacqueline Tam		
Travel/Conference	\$ 1,182.33	\$ -
Center Supplies	\$ 437.95	\$ -
TOTAL	<u>\$ 1,620.28</u>	<u>\$ -</u>
Lana Volchansky		
Travel/Conference	\$ -	\$ -
Center Supplies		\$ -
TOTAL	<u>\$ -</u>	<u>\$ -</u>
VISA Grand Total	\$ 9,651.11	\$ -
NUGGET/FOOD 4 LESS	\$ 190.05	
INTERSTATE OIL	\$ 438.66	
Wal Mart	\$ 104.43	
TOTAL MONTHLY EXPENDITURES:	\$ 10,384.25	****

**Credit card statements available upon request

**Programas Head Start/Early Head Start
 REPORTE DE TARJETAS DE CRÉDITO
 Año FISCAL 2016/2017**

SUPERVISOR	VISA	Wal Mart
Gail Nadal		
Viaje/Conferencia	\$ 1,727.77	\$ -
Artículos para el centro	\$ 3.82	\$ -
	<u>\$ 1,731.59</u>	<u>\$ -</u>
Genet Telahun		
Viaje/Conferencia	\$ -	\$ -
Artículos para el centro	\$ 128.36	\$ -
Total	<u>\$ 128.36</u>	<u>\$ -</u>
Mary Kragel		
Viaje/Conferencia	\$ 1,933.19	\$ -
Artículos para el centro	\$ 179.91	\$ -
Total	<u>\$ 2,113.10</u>	<u>\$ -</u>
Gustavo Melgoza		
Viaje/Conferencia	\$ 1,853.18	\$ -
Artículos para oficina	\$ -	\$ -
Total	<u>\$ 1,853.18</u>	<u>\$ -</u>
Connie Luna		
Viaje/Conferencia	\$ 1,389.17	\$ -
Artículos para el centro	\$ -	\$ -
Total	<u>\$ 1,389.17</u>	<u>\$ -</u>
Stephanie Gray		
Viaje/Conferencia	\$ 815.43	\$ -
Artículos para el centro	\$ -	\$ -
Total	<u>\$ 815.43</u>	<u>\$ -</u>
Jacqueline Tam		
Viaje/Conferencia	\$ 1,182.33	\$ -
Artículos para el centro	\$ 437.95	\$ -
Total	<u>\$ 1,620.28</u>	<u>\$ -</u>
Lana Volchansky		
Viaje/Conferencia	\$ -	
Artículos para el centro	\$ -	
	<u>\$ -</u>	
VISA Grand Total	\$ 9,651.11	\$ -
NUGGET/FOOD 4 LESS	\$ 190.05	
INTERSTATE OIL	\$ 438.66	
Wal Mart	\$ 104.43	

Total de Gastos Mensuales: \$ 10,384.25 ***

***"Estados de cuenta de las tarjetas de crédito, están despinibles, si son solicitadas."

**Headstart / Early Head Start
2016/2017 Fiscal Year
Administrative Percentage Calculation
April 30, 2017**

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 2016 thru June 2017				
Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
360.00	27,387.00	0.013145	\$ -	\$ -

Step 2: Calculate maximum administrative expenses allowed for 15%

Federal Share	\$ 231,825.22	All Grants
Required 20 percent NFS	\$ 57,956.31	Non Federal Share
Total Approved Costs	<u>\$ 289,781.53</u>	
15% Administrative Cost Limitation	<u>\$ 43,467.23</u>	

Step 3: Identify total administrative expenses

Dual Facility Costs	\$ -	Per Above Calculation in step 1
School Admin	\$ 21,763.78	Staff charged to Administration
General Admin	\$ 22,564.74	Indirect
Total	<u>\$ 44,328.52</u>	

Grant Expenditures	\$ 226,099.60
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 226,099.60</u>

Currently Charged Admin Costs	\$ 44,328.52
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 44,328.52</u>

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 15%

**HEAD START/EARLY HEAD START
2016/2017 FISCAL YEAR
CALCULATION OF IN-KIND CONTRIBUTIONS**

Month	Year	Location										Grand
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln	Valley Oak/Montgomery	Elkhorn/Westfield	Total	
July	2016	\$ 6,192.00	\$ 368.48			\$ 313.77	\$ 995.68					\$ 7,869.93
August	2016	\$ 9,597.62	\$ 472.90	\$ 5,397.84		\$ 419.27	\$ 773.83					\$ 16,661.46
September	2016	\$ 255,690.25	\$ 646.80	\$ 3,818.08	\$ 1,228.22	\$ 418.19	\$ 2,695.54	\$ 10,397.23	\$ 1,468.92	\$ 3,161.58		\$ 279,524.81
October	2016	\$ 6,192.00	\$ 1,518.29	\$ 4,394.94	\$ 1,635.43	\$ 417.85	\$ 4,260.44	\$ 8,369.99	\$ 4,237.18	\$ 2,668.78		\$ 33,694.90
November	2016	\$ 6,192.00	\$ 1,345.98	\$ 4,809.67	\$ 1,634.78	\$ 185.66	\$ 4,143.78	\$ 10,744.52	\$ 2,152.08	\$ 2,541.41		\$ 33,749.88
December	2016	\$ 330,346.95	\$ 552.23	\$ 2,997.55	\$ 1,169.43	\$ 304.17	\$ 3,039.25	\$ 7,065.59	\$ 2,138.41	\$ 1,726.73		\$ 349,340.31
January	2017	\$ 8,575.05	\$ 1,315.53	\$ 3,725.00	\$ 1,341.28	\$ 325.02	\$ 4,695.73	\$ 9,423.40	\$ 2,336.32	\$ 2,251.54		\$ 33,988.87
February	2017	\$ 6,192.00										\$ 6,192.00
March	2017	\$ 381,992.53										\$ 381,992.53
April	2017	\$ 6,192.00										\$ 6,192.00
May	2017	\$ 6,192.00										\$ 6,192.00
June	2017	\$ 6,192.00										\$ 6,192.00
		\$ 1,029,546.40	\$ 6,220.21	\$ 25,143.08	\$ 7,009.14	\$ 2,383.93	\$ 20,604.25	\$ 46,000.73	\$ 12,332.91	\$ 12,350.04		\$ 1,161,590.69

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of April 30, 2017	In-Kind Required
Head Start:	1,876,176.70	469,044.18
Head Start T & TA:	19,159.24	4,789.81
Early Head Start:	698,731.80	174,682.95
Early Head Start T & TA:	11,655.37	2,913.84
Total:	2,605,723.11	651,430.78

Amount Required: 651,430.78
Actual In-Kind: 1,161,590.69

*Surplus/(Deficit): 510,159.91

Surplus(Deficit): 510,159.91

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

**Child & Adult Care Food Program
Claim For Reimbursement Summary for March 2017**

04309-CACFP-57-PS-CS
YOLO CO SUPERINTENDENT OF SCHOOLS
 1280 SANTA ANITA CT STE 100
 WOODLAND, CA 95776-6127
 Vendor #: 105700
 payment address

Month/Year Claimed	Adjustment Number	Date Received	Date Accepted	Date Processed	Reason Code
Mar 2017	0	04/14/2017	04/14/2017	04/19/2017	Original

Child Care

	Free	Reduced	Base	Total
Enrollment Totals	132	0	0	132
Eligibility Percentages	100%	0%	0%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Lunch			
Free	515	3.1600	1,627.40
Reduced	0	2.7600	0.00
Base	0	0.3000	0.00
CIL	515	0.2300	118.45
Total	515		1,745.85

PM Snack			
Free	1,793	0.8600	1,541.98
Reduced	0	0.4300	0.00
Base	0	0.0700	0.00
Total	1,793		1,541.98

Head Start

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	2,060	1.7100	3,522.60
Reduced	0	1.4100	0.00
Base	0	0.2900	0.00
Total	2,060		3,522.60

AM Snack			
Free	253	0.8600	217.58
Reduced	0	0.4300	0.00
Base	0	0.0700	0.00
Total	253		217.58

Lunch			
Free	3,711	3.1600	11,726.76
Reduced	0	2.7600	0.00
Base	0	0.3000	0.00
CIL	3,711	0.2300	853.53
Total	3,711		12,580.29

PM Snack			
Free	1,330	0.8600	1,143.80

Reduced	0	0.4300	0.00
Base	0	0.0700	0.00
Total	1,330		1,143.80
Claim Reimbursement Total			20,752.10

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	2,060	\$0.1691	\$348.35
Total Lunches	4,226	\$0.1691	\$714.62
Total			\$1,062.97

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	19,780.12	971.98	1,062.97	21,815.07
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	19,780.12	971.98	1,062.97	21,815.07

Created By: kmagallanes on: 4/13/2017 11:03:21 AM Modified By: mcoombs on: 4/14/2017 9:15:33 AM

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Public Disclosure of Costs Associated with the 2016-17 Collective Bargaining Agreement Between the Yolo County Office of Education (YCOE) and Yolo Education Association (YEA), Chapter #71	AGENDA ITEM #: 3.12
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: <div style="text-align: center;">Mechele Coombs</div>
<u>BACKGROUND:</u>	DATE: May 23, 2017

The Board meeting is being used as a public forum to disclose the costs associated with the collective bargaining agreement between YCOE and YEA, Chapter #71, for the 2016-17 fiscal year (refer to attached).

RECOMMENDATION/COMMENTS: For information.

SUMMARY

NOTICE OF COLLECTIVE BARGAINING AGREEMENT

COUNTY OFFICE	Yolo County Office of Education
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Bargaining Unit	YEA Certificated
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Unit of Settlement	Fiscal Year of Settlement	FISCAL IMPACT	OTHER	ON-GOING OR ONE-TIME
YEA	2016-17	2%		One-Time
YEA	2016-17	1.5%	\$864 Annual Benefit CAP Increase Effective for 2017/18 Fiscal Year	On-Going

NEXT MONETARY REOPENER AND DATE	7/1/2017
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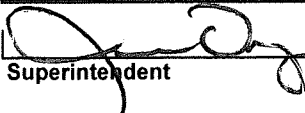

COSTS OF SETTLEMENT	ACCOUNT CODES	CURRENT YEAR	YEAR TWO	YEAR THREE
Certificated Salaries	1000-1999	104,552	44,808	44,808
Classified Salaries	2000-2999			
Employee Benefits	3000-3999	17,344	45,648	46,474
Total		121,896	90,456	91,282

State Reserve Standard	
a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 24,965,949
b. State Standard Minimum EUR Percentage	3%
c. State Standard Minimum EUR amount	\$ 748,978

Budgeted Unrestricted Reserve (after impact of proposed agreement)	
a. General Fund budgeted Unrestricted EUR	\$ 748,978
b. General Fund budgeted Unrestricted Unappropriated amount	\$ -
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total County Office budgeted Unrestricted reserves.	\$ 748,978

CERTIFICATION

In accordance with Government Code section 3547.5(b), I hereby certify that the costs incurred by the school district under this agreement can be met by the county office during the agreement's term.

 Superintendent	5/9/2017 Date	 Chief Business Official	5/11/17 Date
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YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Public Disclosure of Costs Associated with the 2016-17 Collective Bargaining Agreement Between the Yolo County Office of Education (YCOE) and California School Employees Association, Chapter #639	AGENDA ITEM #: 3.13
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: <div style="text-align: center;">Mechele Coombs</div>
<u>BACKGROUND:</u>	DATE: May 23, 2017

The Board meeting is being used as a public forum to disclose the costs associated with the collective bargaining agreement between YCOE and CSEA, Chapter #639, for the 2016-17 fiscal year (refer to attached).

RECOMMENDATION/COMMENTS: For information.

SUMMARY

NOTICE OF COLLECTIVE BARGAINING AGREEMENT

COUNTY OFFICE	Yolo County Office of Education
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Bargaining Unit	CSEA Classified
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Unit of Settlement	Fiscal Year of Settlement	FISCAL IMPACT	OTHER	ON-GOING OR ONE-TIME
CSEA	2016-17	2%		One-Time
CSEA	2016-17	2%	\$300 Annual Benefit CAP Increase Effective for 2017/18 Fiscal Year	On-Going

NEXT MONETARY REOPENER AND DATE	7/1/2017
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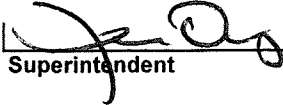

COSTS OF SETTLEMENT	ACCOUNT CODES	CURRENT YEAR	YEAR TWO	YEAR THREE
Certificated Salaries	1000-1999			
Classified Salaries	2000-2999	158,501	79,251	79,251
Employee Benefits	3000-3999	37,759	62,587	63,857
Total		196,260	141,838	143,108

State Reserve Standard	
a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 24,965,949
b. State Standard Minimum EUR Percentage	3%
c. State Standard Minimum EUR amount	\$ 748,978

Budgeted Unrestricted Reserve (after impact of proposed agreement)	
a. General Fund budgeted Unrestricted EUR	\$ 748,978
b. General Fund budgeted Unrestricted Unappropriated amount	\$ -
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total County Office budgeted Unrestricted reserves	\$ 748,978

CERTIFICATION

In accordance with Government Code section 3547.5(b), I hereby certify that the costs incurred by the school district under this agreement can be met by the county office during the agreement's term.

	5/11/2017		5/11/17
Superintendent	Date	Chief Business Official	Date

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Public Disclosure of Costs Associated with the 2016-17 Agreement Between the Yolo County Office of Education (YCOE) and the Management/Confidential Group	AGENDA ITEM #: 3.14
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Mechele Coombs
<u>BACKGROUND:</u>	DATE: May 23, 2017

The Board meeting is being used as a public forum to disclose the costs associated with the agreement between YCOE and the management/confidential group, for the 2016-17 fiscal year (refer to attached).

RECOMMENDATION/COMMENTS: For information.

SUMMARY

NOTICE OF COLLECTIVE BARGAINING AGREEMENT

COUNTY OFFICE	Yolo County Office of Education
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Bargaining Unit	Management/Confidential
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Unit of Settlement	Fiscal Year of Settlement	FISCAL IMPACT	OTHER	ON-GOING OR ONE-TIME
Management/Confidential	2016-17	2%		One-Time
Management/Confidential	2016-17	2%	\$300 Annual Benefit CAP Increase Effective for 2017/18 Fiscal Year	On-Going

NEXT MONETARY REOPENER AND DATE	7/1/2017
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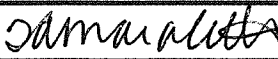
COSTS OF SETTLEMENT	ACCOUNT CODES	CURRENT YEAR	YEAR TWO	YEAR THREE
Certificated Salaries	1000-1999	67,247	33,623	33,623
Classified Salaries	2000-2999	72,302	36,151	36,151
Employee Benefits	3000-3999	28,158	35,918	37,119
Total		167,707	105,692	106,893

State Reserve Standard	
a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 24,965,949
b. State Standard Minimum EUR Percentage	3%
c. State Standard Minimum EUR amount	\$ 748,978

Budgeted Unrestricted Reserve (after impact of proposed agreement)	
a. General Fund budgeted Unrestricted EUR	\$ 748,978
b. General Fund budgeted Unrestricted Unappropriated amount	\$ -
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total County Office budgeted Unrestricted reserves.	\$ 748,978

CERTIFICATION

In accordance with Government Code section 3547.5(b), I hereby certify that the costs incurred by the school district under this agreement can be met by the county office during the agreement's term.

	3/17/2017		5/11/17
Superintendent	Date	Chief Business Official	Date

YOLO COUNTY BOARD OF EDUCATION

Public Hearing for:

**The Superintendent's Response to the Initial Proposal from the American Federation of State,
County and Municipal Employees (AFSCME), Council 57, Certificated Unit**

SUBJECT: Public Hearing	AGENDA ITEM #: 3.15
	DATE: May 23, 2017

A public hearing will be conducted to receive comment from parents, teachers, members of the community and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response to the Initial Proposal from the American Federation State County Municipal Employees (AFSCME), Council 57, Certificated Unit.

YOLO COUNTY BOARD OF EDUCATION

Public Hearing for:

**The Superintendent's Response to the Initial Proposal from the American Federation of State,
County and Municipal Employees (AFSCME), Council 57, Classified Unit**

SUBJECT: Public Hearing	AGENDA ITEM #: 3.16
	DATE: May 23, 2017

A public hearing will be conducted to receive comment from parents, teachers, members of the community and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response to the Initial Proposal from the American Federation State County Municipal Employees (AFSCME), Council 57, Classified Unit.

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: First Reading: Board Bylaws 9000-9240	AGENDA ITEM #: 3.17
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Board Policy Committee: Carol Souza Cole and Shelton Yip
DATE: May 23, 2017	

BACKGROUND:

The Board Policy Committee, Trustees Souza Cole and Yip, met and reviewed new sample board bylaws from the California County Boards of Education (CCBE). As a result, the Committee is presenting Series 9000-9240 for review and is recommending the new bylaws as a complete replacement of existing Yolo County Board of Education Bylaws for this series.

New Board Bylaws 9000-9240 (copies attached)

- BB 9000 Role of the Board
- E 9000 Legal Responsibilities of County Board of Education
- BB 9005 Governance Standards
- BB 9010 Public Statements
- BB 9011 Disclosure of Confidential/Privileged Information
- BB 9012 Board Member Electronic Communications
- BB 9100 Annual Organizational Meeting
- BB 9121 President and Other Officers
- BB 9130 Board Committees
- BB 9140 Board Representatives
- BB 9200 Limits of Board Authority
- BB 9220 Governing Board Elections
- E 9220 Governing Board Election
- BB 9222 Resignation
- BB 9223 Events Causing a Vacancy
- BB 9224 Oath or Affirmation
- BB 9230 Orientation
- BB 9240 Board Development

The Committee will next review CCBE sample policies 9250-9600 and present a recommendation to the Board at a later date.

RECOMMENDATION/COMMENTS: For information at this time. The Committee will present the new Board Bylaws 9000-9240 as a second reading for adoption at the June Regular meeting.

ROLE OF THE BOARD

The County Board of Education provides leadership and citizen oversight for educational programs and services operated by the county office of education (COE), including services provided to school districts and the community. The primary objective of the County Board is to work with the County Superintendent of Schools to establish the direction and priorities for the COE and to provide leadership to support the success of public education.

To fulfill its objective, the County Board shall:

1. Collaborate with the County Superintendent to ensure implementation of the shared vision, goals, and policies of the COE
2. Adopt and update policies for its own governance and for programs under the statutory authority of the County Board
3. Ensure accountability for student learning in schools and programs under the statutory authority of the County Board
4. Adopt the annual budget and review interim reports of the County Superintendent
5. Fix the salary of the County Superintendent in accordance with law and Board Bylaw 9500
6. Acquire, lease, lease-purchase, hold and convey real property for the purpose of housing the offices and the services of the COE
7. Along with the County Superintendent, ensure the provision of a safe and appropriate educational environment for all COE students
8. Conduct appeals on the following actions by district governing boards: student expulsions; interdistrict transfer requests; denials, nonrenewals, or revocations of charter school petitions; and other matters when required by law
9. Maintain a cooperative and supportive working relationship with local school districts, their school boards, and the community
10. Conduct public hearings when appropriate
11. Fulfill responsibilities relating to the Local Control Funding Formula (LCFF), including adopting the COE local control and accountability plan (LCAP) and any revisions and updates to it

ROLE OF THE BOARD (continued)

12. Consider petitions and provide oversight for charter schools approved by the County Board and fulfill other statutory responsibilities in connection with charter schools
13. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels

The County Board is authorized to establish, carry on, and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law and does not conflict with the purposes for which the County Board is established. (Education Code 35160-35160.1)

Legal Reference:

EDUCATION CODE

- 1040 Duties and responsibilities; county boards of education*
- 1042 County boards; authority*
- 1240 Duties of county superintendent*
- 1279 Disposal of personal property*
- 1280 Budget revisions*
- 33319.5 Implementation of authority of local agencies*
- 35160 Authority of county boards*
- 35160.1 Authority of county boards; legislative intent*
- 47600-47616.5 Charter Schools Act of 1992, as amended*
- 48919 Expulsion and appeals to county board*
- 52066-52068 Adoption of local control and accountability plan*

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards for County Boards, October 2014

CALIFORNIA COUNTY BOARDS OF EDUCATION PUBLICATIONS

County Board Member Handbook: A Guide to Effective Governance, 2015

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

ROLE OF THE BOARD

Legal Responsibilities of the County Board of Education

The roles and responsibilities of the County Board of Education as stated in the California Constitution, the California Education Code, Title 5 of the California Code of Regulations, and other statutes include, but are not necessarily limited to, the following required and optional responsibilities.

Governance

The County Board is required to do the following:

1. Adopt rules and regulations consistent with laws of the state for its own governance (Education Code 1040)
2. Hold a regular meeting at least once a month (Education Code 1011)
3. Keep a record of County Board proceedings including all votes of the County Board (Education Code 1040, 1015)
4. Conduct the biennial election of the County Board (Education Code 1007, 5000)

The County Board has the discretion to do the following:

5. Conduct an advisory election on substantive issues or ballot proposals (Elections Code 9603)
6. Adopt or repeal a limit on the number of terms a member may serve on the County Board (Education Code 1006)

Operations

The County Board is required to do the following:

7. Adopt and update a conflict of interest code for County Board members and designated consultants (Government Code 87300)
8. Act as the county committee on school district organization when ordered to do so by the State Board of Education (SBE) (Education Code 4020)
9. Receive an annual report in November from the County Superintendent of Schools describing the state of any schools in the county that are ranked from 1 to 3, inclusive, on

ROLE OF THE BOARD (continued)

the Academic Performance Index (Education Code 1240)

The County Board has the discretion to do the following:

10. Initiate and carry on any program or activity, or otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which the COE is established (Education Code 35160)
11. Adopt rules and regulations governing the administration of the office of the County Superintendent (Education Code 1042)
12. Receive an annual report from the County Superintendent, at his/her discretion, on the "State of the Schools" in the county (Education Code 1240)
13. Accept on behalf of the county office of education (COE) any gifts, donations, devices, and bequests made to the COE or for the benefit of any school or program maintained by the COE (Education Code 41032)
14. Consider for approval any COE staff request for a sabbatical leave that is not otherwise covered by a certificated bargaining agreement and has been granted by the County Superintendent (Education Code 1294)
15. Consider for approval any COE Staff request made through the County Superintendent for a paid or unpaid leave of absence, not otherwise included in the classified bargaining agreement (Education Code 1295)
16. Conduct a hearing at the request of the Commission on Teacher Credentialing (CTC) for any credential holder who is serving in or last served in the county and is accused of misconduct by the CTC (Education Code 44422)
17. Issue temporary teaching certificates to certificated employees for the purpose of authorizing salary payments (Education Code 44332)
18. Contract with and employ persons to furnish the County Board with special services and advice in financial, economic, accounting, engineering, legal, or administrative matters if these persons are specially trained and experienced and competent to perform the special services required. (Education Code 1042)
19. Take action on any claim for damages presented in accordance with the provisions governing claims filed against public entities (Government Code 911.6)

ROLE OF THE BOARD (continued)

20. Acquire, lease, lease-purchase, lease leaseback, and hold and convey real property for the purpose of housing the offices and the services of the COE (Education Code 1042)
21. Exercise the power of eminent domain to acquire any property necessary or convenient for carrying out the duties and responsibilities of the County Board (Education Code 1047)
22. Render a city or county zoning ordinance related to storage or transmission of water or electrical energy facilities inapplicable to a proposed use of property by the COE (Government Code 53096)

County Programs, Schools, and Services

The County Board is required to do the following:

23. Adopt a course of study for county community schools (Education Code 1983)
24. Ensure that services and programs designed to address the language needs of English learners in county community schools are provided (Education Code 1983)
25. Ensure that assessments are administered in all areas of suspected disability and appropriate services and programs, as specified in a student's individualized education program, are provided (Education Code 1983)
26. Act as the governing board for any regional occupational program (ROP) maintained by the County Superintendent (Education Code 52310.5)
27. Establish and maintain an employer advisory board for an ROP governed by the County Board (Education Code 52302.2)
28. Biennially review the career technical courses and/or program offered by an ROP (Education Code 52302.3)
29. Consider for approval any plans for the construction of any juvenile court classrooms and facilities (Education Code 48645.6)
30. Provide for the administration and operation of juvenile court schools (Education Code 48645.2)
31. Adopt a course of study for juvenile court schools as recommended by the County Superintendent (Education Code 48645.3)

ROLE OF THE BOARD (continued)

32. Evaluate the educational program established for juvenile court schools (Education Code 48645.3)
33. Adopt an annual school calendar for juvenile court schools as recommended by the County Superintendent (Education Code 48645.3)
34. Annually select state-approved textbooks and instructional materials for grades K-8 for specific career and technical education courses in juvenile court and community school programs (Education Code 60200)
35. As recommended by the County Superintendent, adopt textbooks and instructional materials for high schools under the control of the COE (Education Code 60400)
36. If the COE receives funds for instructional materials for county operated educational programs from any state source, annually hold a public hearing to make a determination as to whether students in COE programs have sufficient textbooks and/or instructional materials that are aligned to state content standards (Education Code 60119)
37. Consider for approval the program philosophy, goals, and objectives of any child care and development program operated by the County Superintendent (5 CCR 18271)

The County Board has the discretion to do the following:

38. Consider establishing and maintaining one or more county community schools (Education Code 1980)
39. Consider approving the establishment of child development programs and centers proposed by the County Superintendent with the approval of the SPI (Education Code 8321)
40. Certify by resolution the compliance of ROP curriculum with state course approval criteria (Education Code 52309)
41. Appoint individuals or group representatives, other than district representatives, to a county school attendance review board (Education Code 48321)
42. Request the SBE to waive all or any part of the Education Code or any regulation adopted by the SBE (Education Code 33050)
43. Fill by appointment any vacancy that may occur during the term of the County Superintendent (Education Code 1042)

ROLE OF THE BOARD (continued)

44. Fill by appointment any vacancy that may occur during the term of a County Board member (Education Code 1008, 5091)
45. Fill by appointment of the County Board president, the seats of any school district or community college district governing board with members of the County Board when a majority of those seats are vacant (Education Code 5094)

Finance

The County Board is required to do the following:

46. Fix the salary and fringe benefits of the County Superintendent in accordance with law and Board Bylaw 9500 (California Constitution, Art. IX, Sec. 3.1; Education Code 1209)
47. Adopt regulations to pay the actual and necessary travel expenses of the County Superintendent and COE staff (Education Code 1081, 1200; 5 CCR 17433)
48. Approve the annual budget of the County Superintendent before its submission to the county board of supervisors (Education Code 1040)
49. Review any recommendation by the County Superintendent to provide a bonus or salary increase of \$10,000 or more for any employee (Education Code 1302)
50. Adopt an annual budget for the budget year and file it with the State Superintendent of Public Instruction (SPI), the County Board of Supervisors, and the County Auditor (Education Code 1622)
51. Review the report of the annual audit provided by the County Superintendent at a regularly scheduled public meeting (Education Code 1040)
52. Review the interim budget reports presented by the County Superintendent (Education Code 1240)
53. Approve or make revisions, reductions, or additions to the annual itemized estimates of anticipated revenue and expenditures prepared by the County Superintendent (Education Code 1042, 1080)
54. Annually adopt a resolution identifying the estimated appropriations limit for the current fiscal year and the actual appropriation limit for the prior fiscal year (Education Code 1629)

ROLE OF THE BOARD (continued)

55. Consider for approval the disposal of the COE's personal property worth over \$25,000, as submitted by the County Superintendent (Education Code 1279)

The County Board has the discretion to do the following:

56. For fiscally dependent County Boards, determine the monthly compensation of County Board members (Education Code 1090)
57. Act by resolution to approve the meeting stipend of an absent County Board member when permitted by law (Education Code 1090)
58. Consider for approval any budget revision in excess of \$25,000. Such budget revisions shall be incorporated in the next interim financial report or board report submitted to the board for discussion and approval at a regularly scheduled meeting (Education Code 1280)
59. Consider for approval any consultant contract that constitutes a budget revision and is in excess of \$25,000. Such budget revisions shall be incorporated into the next interim financial report or board report submitted to the board for discussion and approval at a regularly scheduled meeting (Education Code 1281)
60. Include in the budget a general reserve to meet the cash requirements of the following fiscal year until adequate proceeds of the taxes levied or of the apportionment of state funds are available (Education Code 1621)
61. Include in the budget a designated fund balance, available for appropriation by a majority vote of the County Board, for any specific purpose (Education Code 1621)
62. Consider for approval any recommendation by the County Superintendent to increase the retirement benefits for an employee (Education Code 1302)
63. With approval of the County Board, the County Superintendent may subscribe for membership in any society, association, or organization which has the purpose of the promotion and advancement of public education (Education Code 1260)

Use of County School Service Fund

64. Consider short and long term borrowing based projected tax revenue or estimated state apportionment as recommended by the County Superintendent (Government Code 53822)

ROLE OF THE BOARD (continued)

65. Consider for approval the issuance of revenue bonds or agreements for financing pursuant to the California School Finance Authority Act (Education Code 17150)
66. Consider for approval any use of the county school service fund to allow the County Superintendent to employ supervisors to supervise instruction in the elementary school districts under his/her jurisdiction (Education Code 1730)
67. Consider for approval any use of the county school service fund to allow the County Superintendent to employ personnel to supervise the attendance of students in elementary, high school, and unified school districts under his/her jurisdiction (Education Code 1740)
68. Consider for approval any use of the county school service fund to allow the County Superintendent to employ supervisors of health, as defined in Section 49420, to provide health services to students in elementary, high school, and unified school districts under his/her jurisdiction (Education Code 1750)
69. Consider for approval any use of the county school service fund to allow the County Superintendent to employ personnel to provide necessary guidance services to students in elementary, high school, and unified school districts under his/her jurisdiction (Education Code 1760)
70. Consider for approval any use of the county school service fund for the County Superintendent to enter agreements with the county librarian to take over all existing contracts for supplementary books and other material adopted for the course of study between the school districts or community college districts and the county librarian (Education Code 1770)
71. Consider for approval any use of the county school service fund to allow the County Superintendent to contract with the United States, the State of California, any city, county, city and county, or any combination thereof for the joint operation and maintenance of, or assistance in the operation and maintenance of, programs in youth conservation and training (Education Code 1780)
72. Consider for approval any use of the county school service fund to establish and operate technical, agricultural, and natural resource conservation school(s) (Education Code 1791)
73. Consider for approval any use of the county school service fund to allow the County Superintendent to prepare, with the cooperation of school and community college districts, courses of study and the development of curriculum and instructional materials

ROLE OF THE BOARD (continued)

to be used in the elementary and secondary schools (Education Code 1720)

74. Consider for approval any use of the county school service fund to allow the County Superintendent to establish and maintain emergency elementary schools, provide emergency teachers, and/or provide transportation to elementary schools for students residing in the county when funds are not available from other sources (Education Code 1920)
75. Consider for approval any use of the county school service fund to allow the County Superintendent to provide advisory services in school business administration activities, in maintenance of school building and grounds, and in the processing of special problems concerning credentials as designated by the California Department of Education (Education Code 1945)
76. Consider for approval any use of the county school service fund to provide classes to serve prisoners in county jail facilities as recommended by the County Superintendent and approved by the County Board of Supervisors (Education Code 1900)
77. Consider for approval any use of the county school service fund to provide classes to serve prisoners in state correctional facilities pursuant to a contract with the Director of Corrections as recommended by the County Superintendent (Education Code 1259)
78. Consider for approval any use of the county school service fund to enter into an agreement with any school or community college district within the jurisdiction of the County Superintendent to provide, under the direction of the County Superintendent, a centralized inservice training program to certificated or classified employees of those districts or of the COE (Education Code 1946)

Local Control and Accountability Plan

The County Board is required to do the following:

79. For County Board run school and programs, hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan (LCAP) and annual updates (Education Code 52068)
80. Adopt the LCAP and annual updates (Education Code 52067, 52068)
81. Adopt revisions to the LCAP during the period the plan is in effect (Education Code 52068)

ROLE OF THE BOARD (continued)

Charter School Petitions and Oversight

The County Board is required to do the following:

82. Provide technical assistance to County Board authorized charter schools consistent with state law (Education Code 47607.3)
83. Provide oversight by ensuring that all reports required of County Board authorized charter schools, including updates to the LCAP, are filed in a timely manner and by monitoring the fiscal condition of each County Board authorized charter school (Education Code 47604.32, 47606.5)
84. Review and adopt updates presented by the County Superintendent for any LCAP adopted by County Board authorized charter schools (Education Code 47604.33, 52067-52068)

The County Board has the discretion to do the following:

85. Consider for approval any petition to establish a charter school that will serve students for whom the COE would otherwise be responsible for providing direct education and related services (Education Code 47605.5)
86. Consider for approval any petition to establish a countywide charter school for the purpose of providing instructional services that are not generally provided by COE if the students that will benefit from those services cannot be served as well by a charter school that operates in a single school district within the county (Education Code 47605.6)
87. As part of the countywide charter school petitioning process, enter into an agreement with a third party to oversee, monitor, and report to the County Board on the operations of the charter school (Education Code 47605.6)

Charter, Expulsion, and Interdistrict Transfer Appeals

88. Consider for approval requests to materially revise a charter authorized by the County Board, including revisions that propose additional locations for the charter school (Education Code 47605, 47605.6, 47607)
89. Consider for approval requests to renew the petition of a charter school authorized by the County Board (Education Code 47607)
90. When necessary, and in accordance with proper procedures and appropriate findings,

ROLE OF THE BOARD (continued)

revoke a County Board approved charter for any of the reasons allowed by law (Education Code 47607)

91. With the concurrence of the County Superintendent, approve loans to charter schools for which the County Board or the County Superintendent have supervisory and oversight responsibilities (Education Code 1042)
92. Contract with the SBE to perform the oversight, monitoring, and reporting duties on the operations of a statewide benefit charter school authorized by the SBE (Education Code 47605.8)
93. Perform the supervisory and oversight duties of a charter school that was approved on appeal by the SBE and is located within the county (Education Code 47605)

The County Board is required to do the following:

94. Upon request of a charter school petitioner, act as the appeals board when the petition has been denied by a district within the county (Education Code 47605)
95. Act as the appeals board for the nonrenewal of a charter school petition authorized by a district governing board (Education Code 47607)
96. Act as the appeals board for the revocation of a charter school petition by a district governing board (Education Code 47607)
97. Act as the appeals board for an interdistrict transfer attendance request denied by a district governing board (Education Code 46601)
98. Act as the appeals board for a student expulsion ordered by a district governing board (Education Code 48919)

Other Services to Districts

The County Board has the discretion to do the following:

99. Consider for approval the County Superintendent's proposal to study, or join with school districts to study, the future management, conditions, needs, and financial support of the schools within the county (Education Code 1260)
100. Consider for approval the County Superintendent's proposal to install and maintain exhibits of educational programs and activities of the school districts within the county at

ROLE OF THE BOARD (continued)

any county fair or agricultural district fair (Education Code 1260)

101. Consider for approval the County Superintendent's proposal to inform and make known to the citizens of the county the educational programs and activities of school districts in the county (Education Code 1260)
102. Consider for approval the County Superintendent's proposal to provide inservice programs and coordination services for district and community college governing boards or board associations in the county (Education Code 1260)

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

GOVERNANCE STANDARDS

The County Board of Education believes that its primary responsibility is to act in the best interests of every student in every school or program operated by the county office of education (COE). The County Board has commitments to parents/guardians, all members of the community, COE employees, and the state of California. The County Board is bound by laws pertaining to public education and the established policies of the COE. To maximize County Board effectiveness and public confidence in its governance, County Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The County Board expects its members to work with each other and with the County Superintendent of Schools to ensure that a high-quality education is provided to all students in COE schools and programs and that high-quality services are provided to the community and to the school districts within the jurisdiction of the COE. Each individual County Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support, and advocate for public education
3. Recognize and respect differences of perspective and style on the County Board and among staff, students, parents/guardians, and the community
4. Act with dignity and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions of authority between the County Board and the County Superintendent, and refrain from performing management functions that are the responsibility of the County Superintendent and staff
8. Understand that authority rests with the County Board as a whole and not with individual County Board members

County Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the County Board shall have a unity of purpose and:

1. Keep focused on student learning and achievement, as well as the role of the COE in providing services to school districts and the community

GOVERNANCE STANDARDS (continued)

2. Work collaboratively with the County Superintendent
3. Communicate a common vision
4. Operate openly, with trust and integrity
5. Govern in a dignified and professional manner, treating everyone with civility and respect
6. Govern within the law and County Board-adopted policies and procedures
7. Take collective responsibility for the County Board's performance
8. Periodically evaluate its own effectiveness
9. Ensure opportunities for the diverse range of views in the community to inform County Board deliberations

Legal Reference:

EDUCATION CODE

1040 Duties and responsibilities; county boards of education

1042 County boards; authority

35160-35160.1 Authority of county boards

GOVERNMENT CODE

1090 Financial interest in contract

1098 Disclosure of confidential information

1125-1129 Incompatible activities

54950-54962 The Ralph M. Brown Act

87300-87313 Conflict of interest code

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards for County Boards, October 2014

CALIFORNIA COUNTY BOARDS OF EDUCATION PUBLICATIONS

County Board Member Handbook: A Guide to Effective Governance, 2015

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

PUBLIC STATEMENTS

The County Board of Education recognizes the responsibility of County Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the county office of education (COE), and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding COE issues, County Board members are expected to respect the authority of the County Board to choose its spokesperson to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the County Board shall be made by the County Board president or, if appropriate, by the County Superintendent of Schools or other designated spokesperson.

When speaking for the County Board, the spokesperson is encouraged to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the County Board's leadership.

When making public statements County Board members shall not disclose confidential information or information received in closed session except when authorized by a majority of the County Board. (Government Code 54963)

When speaking to community groups, members of the public, or the media, individual County Board members should recognize that their statements may be perceived as reflecting the views and positions of the County Board. County Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the County Board.

In addition, Board members who participate on social networking sites, blogs, or other discussion or informational sites are encouraged to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for COE students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.

Legal Reference:

GOVERNMENT CODE

6250-6270 *California Public Records Act*

54960 *Actions to stop or prevent violation of meeting provisions*

54963 *Confidential information in closed session*

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

PUBLIC STATEMENTS (continued)

California County Boards of Education: <http://www.theccbe.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

DISCLOSURE OF CONFIDENTIAL/PRIVILEGED INFORMATION

The County Board of Education recognizes the importance of maintaining the confidentiality of information acquired as part of a County Board member's official duties. Confidential information shall be released only to the extent authorized by law.

Disclosure of Closed Session Information

A County Board member shall not disclose confidential information acquired during a closed session of a board meeting to a person not entitled to receive such information, unless a majority of the County Board has authorized its disclosure. (Government Code 54963)

For these purposes, Confidential information means a communication made in a closed session that is specifically related to the basis for the County Board to meet lawfully in closed session. (Government Code 54963)

The County Board shall not take any action against any person for disclosing confidential information, nor shall the disclosure be considered a violation of the law or County Board policy, when the person is: (Government Code 54963)

1. Making a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law, including disclosing facts necessary to establish the illegality or potential illegality of a County Board action that has been the subject of deliberation during a closed session
2. Expressing an opinion concerning the propriety or legality of County Board action in closed session, including disclosure of the nature and extent of the illegal or potentially illegal action
3. Disclosing information that is not confidential

Other Disclosures

A County Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Such a disclosure may result in criminal prosecution. For these purposes, confidential information also includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the County Board member. (Government Code 1098)

Disclosures made to law enforcement officials when reporting improper governmental activities are excepted from this prohibition. (Government Code 1098)

DISCLOSURE OF CONFIDENTIAL/PRIVILEGED INFORMATION (continued)

Legal Reference:

EDUCATION CODE

35146 Closed session

EVIDENCE CODE

1040 Privilege for official information

GOVERNMENT CODE

1098 Public officials and employees re confidential information

6250-6270 Inspection of public records

54950-54963 Brown Act, especially:

54956.8 Open meeting laws

54956.9 Closed meeting for pending litigation

54957.5 Public records

54957.7 Reasons for closed session

54963 Confidential information in closed session

ATTORNEY GENERAL OPINIONS

80 Ops. Cal. Atty. Gen. 231 (1997)

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards for County Boards, October 2014

WEB SITES

CSBA: <http://www.csba.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

BOARD MEMBER ELECTRONIC COMMUNICATIONS

The County Board of Education recognizes that electronic communication provides an efficient and convenient way to communicate and expedite the exchange of information and to help keep the public informed about the goals, programs, and achievements of the County Board. County Board members shall exercise caution so as to ensure that electronic communications are not used as a means for deliberating outside of an agenda County Board meeting.

County Board members shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

County Board members should use county office of education (COE) email accounts and servers for communications related to County Board business. County Board members may use electronic communications to discuss matters that are outside the jurisdiction of the County Board, regardless of the number of members participating in the discussion, however COE email accounts and servers should not be used for these communications.

Examples of permissible electronic communications concerning County Board business include, but are not limited to, dissemination of County Board meeting agendas and agenda packets, reports of activities from the County Superintendent of Schools, and reminders regarding meeting times, dates, and places.

County Board members shall ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A County Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the County Board as a whole. As appropriate, complaints or requests for information may be forwarded to the County Superintendent so that the issue may receive proper consideration and be handled through the appropriate COE process. Communication received from the media shall be forwarded to the County Board president and the County Superintendent.

In order to minimize the risk of improper disclosure, County Board members shall not disclose confidential information or confidential information acquired during closed session.

Like other writings concerning County Board business, a County Board member's electronic communication may be subject to disclosure under the California Public Records Act.

Legal Reference:

EDUCATION CODE

1011 *Time and place of meetings*

BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

GOVERNMENT CODE

6250-6270 *California Public Records Act*

11135 *State programs and activities, discrimination*

54950-54963 *The Ralph M. Brown Act, especially:*

54952.2 *Meeting, defined*

54953 *Meetings to be open and public; attendance*

54954.2 *Agenda posting requirements, board actions*

COURT DECISIONS

City of San Jose v. Superior Court, (2014) 225 Cal.App.4th 75

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2014

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, rev. 2007

WEB SITES

CSBA: <http://www.csba.org>

CSBA, Agenda Online: <https://www.csba.org/ProductsAndServices/AllServices/AgendaOnline.aspx>

Attorney General's Office: <https://oag.ca.gov>

Institute for Local Government: <http://wwwwca-ilg.org>

League of California Cities: <http://www.cacities.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

ORGANIZATION

Annual Organizational Meeting

The County Board of Education shall hold an annual organizational meeting, which shall be the first meeting on or after the last Friday in November. (Education Code 1009)

At the organizational meeting, the County Board shall:

1. Elect a president and a vice president from its members
2. Appoint the County Superintendent as secretary to the County Board
3. Authorize signatures
4. Develop a schedule of regular meetings for the year
5. Develop a County Board calendar for the year
6. Designate County Board representatives to County Board standing committees and, as appropriate, other public agencies or organizations of which the County Board is a member or to which the County Board is invited to participate

Election of officers shall not be done by secret ballot.

Legal Reference:

EDUCATION CODE

1007 Elections

1009 Annual organizational meeting; date and notice

1010 County Superintendent- ex-officio secretary and executive officer

1011 Regular meetings

GOVERNMENT CODE

54953 Meetings to be open and public; attendance

ATTORNEY GENERAL OPINIONS

68 Ops. Cal. Atty. Gen. 65 (1985)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

PRESIDENT AND OTHER OFFICERS

The County Board of Education shall elect a president from among its members to provide leadership on behalf of the County Board and the educational community it serves.

The president shall have the same rights as other members of the County Board, including the right to move, second, discuss and vote on all matters before the County Board. The president shall also preside at all County Board meetings. He/she shall:

1. Call the meeting to order at the appointed time
2. Announce the business to come before the County Board in its proper order
3. Enforce the County Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act
4. Recognize persons who desire to speak and protect the speaker who has the floor from disturbance or interference
5. Explain what the effect of a motion would be if it is not clear to every member
6. Restrict discussion to the question when a motion is before the County Board
7. Rule on issues of parliamentary procedure
8. Put motions to a vote, and clearly state the results of the vote
9. Be responsible for the orderly conduct of all County Board meetings

The president shall perform other duties in accordance with law and County Board policy including, but not limited to:

1. Signing all instruments, acts and orders necessary to carry out state requirements and the action of the County Board
2. Calling such meetings of the County Board as he/she may deem necessary, giving notice as prescribed by law (Education Code 1012; Government Code 54956, 54956.5)
3. Appointing members of the County Board to fill the vacant seats of a school district board when a majority of those seats are vacant (Education Code 5094)
4. Subject to County Board approval, appointing and dissolving all committees

PRESIDENT AND OTHER OFFICERS (continued)

5. Subject to County Board approval, appointing County Board members to serve as representatives on committees on matters of concern to the County Board, the county office of education, or the districts, schools, and students within its jurisdiction
6. Representing the County Board as spokesperson

When the president resigns or is absent or disabled, the vice president shall perform the president's duties. When both the president and vice president are absent or disabled, the County Board shall choose a president pro tempore to perform the president's duties.

Legal Reference:

EDUCATION CODE

1009 Annual organization of the board

1012 Special meetings

5094 Power to fill district board vacancies

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

A Call to Order, revised 2015

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

BOARD COMMITTEES

The County Board of Education may establish Board committees on matters whenever it determines that such a committee is within its jurisdiction and would benefit the county office of education (COE). The County Board shall define the duties, responsibilities, authority, and term of a committee at the time of the committee's establishment. Unless specifically authorized by the County Board to act on its behalf, such committees shall act in an advisory capacity only.

The County Board president shall appoint all committees with County Board approval.

Whenever so charged, County Board committees may actively seek input and participation by parents/guardians, staff, community, and students and may consult with local public boards and agencies.

At the request of the County Board, the County Superintendent of Schools may serve and/or designate or nominate any COE staff member to serve as an advisor to or as a non-voting member of a County Board committee.

Committee Meetings

County Board committees, other than advisory committees with less than a majority of Board members as discussed below, shall provide public notice of their meetings and conduct these meetings in accordance with state open meeting laws. An agenda of any such committee meeting shall be posted not less than 24 hours prior to the meeting. Meetings of advisory committees or standing committees for which an agenda is posted at least 72 hours in advance of the meeting shall be considered as regular meetings of the committee for purposes of the Brown Act. (Government Code 54954)

Standing committees with continuing subject matter jurisdiction include, but are not limited to, those which at the County Board's request are responsible for providing advice on finance, policy, governmental relations, curriculum development, and program evaluation. An ad hoc committee formed for a limited term and charged with accomplishing a specific task in a short period of time is not a standing committee. Advisory committees composed solely of less than a quorum of the members of the County Board are not subject to open meeting laws unless they are standing committees that have a continuing subject matter jurisdiction or a meeting schedule established by the County Board. (Government Code 54952)

When a majority of the members of the County Board attend an open and noticed meeting of a standing committee, the County Board members who are not members of the standing committee shall attend only as observers. (Government Code 54952.2)

BOARD COMMITTEES (continued)

Committee Reports and Recommendations

County Board committees shall report their activities and/or recommendations to the County Board at an open meeting of the County Board, except in matters on which a closed session is required or allowed by law.

When an item has already been considered at a public meeting by a County Board committee composed exclusively of County Board members, and the meeting provided for public comment on the item before or during the committee's consideration of the item, the County Board may or may not provide for additional public comment on the item at a subsequent County Board meeting. Public comment shall be afforded, however, if the County Board determines that the item has been substantially changed since it was heard by the committee. (Government Code 54954.3)

Legal Reference:

EDUCATION CODE

1040 *Duties and responsibilities; county boards of education*

1042 *County boards; authority*

GOVERNMENT CODE

54952 *Legislative body, definition*

54952.2 *Definition of meeting*

54954 *Time and place of regular meetings; special meetings; emergencies*

54954.3 *Opportunity for public to address legislative body*

54956 *Special meeting notices*

54956.5 *Emergency meeting notices*

ATTORNEY GENERAL OPINIONS

81 *Ops.Cal.Atty.Gen. 156 (1998)*

80 *Ops.Cal.Atty.Gen. 308 (1997)*

79 *Ops.Cal.Atty.Gen. 69 (1996)*

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

BOARD REPRESENTATIVES

The County Board of Education recognizes that effective performance of its community leadership responsibilities may require its participation on various committees on matters of concern to the County Board, the county office of education (COE), or the districts, schools, and students within its jurisdiction. The County Board may appoint any of its members to serve as its representative on a committee of another public agency or organization of which the County Board is a member or to which the County Board is invited to participate.

If a committee discusses a topic on which the County Board has taken a position, the County Board member shall express the position of the County Board. When contributing his/her own ideas or opinions, the representative shall very clearly indicate that he/she is expressing his/her individual idea or opinion and not the opinions of the County Board.

When making such appointments, the County Board shall clearly specify the authority and responsibilities of the representative(s), including, but not limited to, reporting back to the County Board regarding committee activities and/or actions. County Board representatives shall not exercise the authority of the County Board without prior County Board approval.

Legal Reference:

EDUCATION CODE

1040-1047 Duties of county boards of education

35160-35160.2 Authority of governing boards

GOVERNMENT CODE

54952.2 Meetings

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

LIMITS OF BOARD MEMBER AUTHORITY

The County Board of Education recognizes that it has authority only as unit and that a County Board member has no individual authority. County Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

Unless agreed to by the County Board as a whole, individual members of the County Board shall not exercise any authority with respect to any matter within the jurisdiction of the County Board. In appropriate circumstances individual County Board members may independently submit requests for information to the secretary of the County Board.

Individual County Board members do not have the authority to resolve complaints. Any County Board member approached directly by a person with a complaint should refer the complainant to the County Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate process. For the purpose of requesting information, County Board members shall also refer County Board-related correspondence to the president and the secretary of the County Board for dissemination to the rest of the County Board or placement on the agenda, as appropriate

A County Board member whose child is attending a school within the jurisdiction of the county office of education (COE) should be aware of his/her role as a County Board member when interacting with COE employees about his/her child. The County Board member should inform the County Superintendent before volunteering in his/her child's classroom.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

1040-1042 Duties and responsibilities

35160-35160.2 Powers and duties

51101 Rights of parents/guardians

GOVERNMENT CODE

54950-54962 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body of a local agency

54952.7 Copies of chapter to members of legislative body

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards for County Boards, October 2014

CALIFORNIA COUNTY BOARDS OF EDUCATION PUBLICATIONS

County Board Member Handbook: A Guide to Effective Governance, 2015

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

LIMITS OF BOARD MEMBER AUTHORITY (continued)

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

GOVERNING BOARD ELECTIONS

The County Board of Education shall consist of five (5) members whose terms shall be staggered so that, as nearly as practicable, one half of the members shall be elected at each regular County Board election. (Education Code 1000, 1007).

To reduce costs associated with conducting elections, the County Board election may be consolidated with the local municipal or statewide primary or general election upon adoption of a resolution by the County Board and approval of the County Board of Supervisors. (Elections Code 1302, 10404.5)

Election procedures shall be followed in accordance with state and federal law.

Eligibility

Any person other than the County Superintendent of Schools, a member of his/her staff, or an employee of a school district that is within the jurisdiction of the County Board, is eligible to be a member of the County Board if he/she is an elector of the trustee area he/she is to represent and is not legally disqualified from holding civil office. (Education Code 1006)

Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a County Board member except when he/she has been granted a pardon in accordance with law. (Elections Code 20, 321)

Term of Office

The term of office for members elected in regular elections shall be four years, commencing on the last Friday in November following their election. (Education Code 1007, 5017)

A member whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified by taking the oath of office. (Government Code 1302, 1360)

Campaign Conduct

In order to help protect the public's trust in the electoral process as well as the public's confidence in the County Board and the county office of education, the County Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

GOVERNING BOARD ELECTIONS (continued)**Statement of Qualifications**

The County Board shall assume no part of the cost of printing, handling, translating, or mailing of candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the County Board may require candidates to pay their estimated pro rata share of these costs to the County Board in advance pursuant to Elections Code 13307.

On the 125th day prior to the day fixed for the general election, the County Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the County Board to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the County Board or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

Tie Votes in Board Member Elections

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the County Board, the County Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the County Board. At that time the County Board shall determine the winner by lot. (Education Code 5016)

*Legal Reference:***EDUCATION CODE**

- 1000 *Composition, and trustee area, county board of education*
- 1002 *Trustee area boundaries and membership changes*
- 1006 *Qualifications for holding office, county board of education*
- 1007 *Elections*
- 1017 *Expiration of terms*
- 5000-5033 *Elections*
- 5220-5231 *Elections*
- 5300-5304 *General provisions (conduct of elections)*
- 5320-5329 *Order and call of elections*
- 5340-5345 *Consolidation of elections*
- 5360-5363 *Election notice*
- 5380 *Compensation (of election officer)*

GOVERNING BOARD ELECTIONS (continued)

5390 *Qualifications of voters*

5420-5426 *Cost of elections*

5440-5442 *Miscellaneous provisions*

ELECTIONS CODE

20 *Public office eligibility*

321 *Elector*

1302 *Local elections*

2201 *Grounds for cancellation*

4000-4004 *Elections conducted wholly by mail*

10400-10418 *Consolidation of elections*

10509 *Notice of election by secretary*

10600-10604 *School district elections*

13307 *Candidate's statement*

13309 *Candidate's statement, indigence*

14025-14032 *California Voting Rights Act*

20440 *Code of Fair Campaign Practices*

GOVERNMENT CODE

1021 *Conviction of crime*

1302 *Continuance in office until qualification of successor*

1303 *Exercising functions of office without having qualified*

1360 *Necessity of taking constitutional oath*

12940 *Nondiscrimination, Fair Employment and Housing Act*

81000-91014 *Political Reform Act*

PENAL CODE

68 *Bribes*

74 *Acceptance of gratuity*

424 *Embezzlement and falsification of accounts by public officers*

661 *Removal for neglect or violation of official duty*

CALIFORNIA CONSTITUTION

Article 2, Section 2 *Voters, qualifications*

Article 7, Section 7 *Conflicting offices*

Article 7, Section 8 *Disqualification from office*

UNITED STATES CODE, TITLE 52

10301-10508 *Voting Rights Act*

COURT DECISIONS

Shelby County v. Holder, (2013) 133 S. Ct. 2612

Rey v. Madera Unified School District, (2012) 138 Cal. Rptr. 3d 192

Randall v. Sorrell, (2006) 126 S.Ct. 2479

Sanchez v. City of Modesto, (2006) 51 Cal.Rptr.3d 821

Dusch v. Davis, (1967) 387 U.S. 112

ATTORNEY GENERAL OPINIONS

85 *Ops.Cal.Atty.Gen. 49 (2002)*

83 *Ops.Cal.Atty.Gen. 181 (2000)*

81 *Ops.Cal.Atty.Gen. 98 (1998)*

69 *Ops.Cal.Atty.Gen. 290 (1986)*

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

GOVERNING BOARD ELECTIONS (continued)

*California Secretary of State's Office: <http://www.ss.ca.gov>
Fair Political Practices Commission: <http://www.fppc.ca.gov>
Institute for Local Self Government: <http://www.ca-ilg.org>*

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

GOVERNING BOARD ELECTIONS**Legal Description for Yolo County Board of Education Trustee Area #1**

Beginning at a point where the center of Interstate Highway 5 intersects the center of the Sacramento River; thence downstream, following the center of the Sacramento River to the intersection with the prolongation of the South line of Reclamation District No. 900; thence N.75°00'W. along said prolongation to the westerly bank of the Sacramento River; thence N.75°00'W. 2411.4 feet along said south line to the southwest corner of Parcel '10' of the Survey for Bondholders Committee, filed in Book 10 of Maps & Surveys, at Page 40, Yolo County Records; thence along the south line of Reclamation District No. 900 the following three (3) courses, 1) S.89°18'10"W. 492.56 feet, 2) S.89°18'03"W. 2877.50 feet, 3) along a curve to the right with a radius of 750.00 feet, a central angle of 90°18', with a chord of N.45°32'57"W. 1063.43 feet, to the intersection with the west line of Township 8 North, Range 4 East, Mount Diablo Meridian; thence S.0°23'47"E. 1574.69 feet to the southwest corner of Section 25, T.8 N., R.3 E., M.D.M.; thence N.89°44'04"W 1575.66 feet along said south line of Section 25 to the west line of the Sacramento Yolo Port District; thence along said west line the following three (3) courses, 1) N.0°23'09"W. 12418.48 feet, 2) along a curve to the right with a radius of 8,620.00 feet, a central angle of 25°30'00", with a chord of N.12°21'51"E. 3804.82 feet, 3) N.25°06'51"E 1702.75 feet to the intersection with the east line of Section 12 of said Township line; thence North along the east line of said Section 12 to the corner common to Sections 1 & 12, T.8 N., R.3 E., M.D.M., and Sections 6 & 7, T.8 N., R.4 E., M.D.M.; thence continuing North along the east line of said Section 1 and the east line of Section 36, T.9 N., R.3 E., M.D.M., to the southerly line of the Union Pacific Railroad property (aka Southern Pacific Railroad); thence Southwesterly along said southerly line to the intersection with the west line of Section 3, T.8 N., R.3 E., M.D.M.; thence North along the west line of said Section 3 to the northwest corner thereof; thence Easterly along the north line of said Section 3 to the intersection with the West Levee of the Yolo By-Pass; thence Northerly and Northwesterly along said West Levee to the intersection with the center of County Road 25; thence continuing Northwesterly along said West Levee to the intersection with the center of Interstate Highway 5; thence Easterly along said center to the point of beginning.

Legal Description for Yolo County Board of Education Trustee Area #2

Beginning at the intersection of the center of Putah Creek, also being the Yolo-Solano County boundary, with the center of County Road 95A; thence Northwesterly along the center of said County Road 95A to the intersection with the center of Russell Boulevard (aka County Road 32); thence Easterly along the center of Russell Boulevard to the intersection with the center of County Road 96; thence North 1-mile± along the center of said County Road 96 to the intersection with the center of County Road 31; thence East 2-miles± along the center of County Road 31 to the intersection with the center of County Road 98; thence North 2 miles± along the center of County Road 98 to the intersection of the center of County Road 29; thence East 2 ¾ miles± along the center of County Road 29 to the intersection with the center of County Road 101A; thence Southeasterly along the center of County Road 101A and extension thereof along the center of 'F' Street to the intersection with the center of Anderson Road; thence Westerly and Southerly along the center of Anderson Road to the intersection with the center of Covell Boulevard (aka County

GOVERNING BOARD ELECTIONS (continued)

Road 31); thence Easterly along the center of Covell Boulevard to the intersection with the center of the California Northern Railroad property (aka Southern Pacific Railroad); thence Southeasterly 1.2 miles± along the center of said California Northern Railroad to its intersection with the center of the Union Pacific Railroad property (aka Southern Pacific Railroad); thence Southwesterly 1 mile± along the center of said Union Pacific Railroad property to the intersection with the northwesterly line of Interstate Highway 80; thence continuing Southwesterly 1.6 miles± along the northwesterly line of Interstate Highway 80 to the intersection with the center of the South Fork of Putah Creek; thence Westerly and Northwesterly 4½ miles± along the center of Putah Creek and the point of beginning.

Legal Description for Yolo County Board of Education Trustee Area #3

Beginning at the intersection of the center of East Street with the center of Gibson Road, said point also being the Section Corner common to Sections 4 & 5, Township 9 North, Range 2 East, Mount Diablo Meridian, and Sections 32 & 33, T.10 N., R.2 E., M.D.M.; thence South ½ mile± along the center of East Street to the Quarter-Section Corner between said Sections 4 & 5, T.9 N., R.2 E., M.D.M., also being on the easterly projection of the north line of County Road 24A; thence West 1 mile± along the Quarter-Section line to the Quarter Section Corner between Sections 5 & 6, T.9 N., R.2 E., M.D.M.; thence West ½ mile± along the Quarter-Section line to the Interior-Quarter Corner of said Section 6 and the center of Cottonwood Street; thence North on the Quarter-Section line, and the center of Cottonwood Street, to the Quarter-Corner between said Section 6, T.9 N., R.2 E., M.D.M., and Section 31, T.10 N., R.2 E., M.D.M., thence North 0.6 mile± along the center of Cottonwood Street to the intersection with Elizabeth Way; thence East 0.2 mile± along the center of Elizabeth Way to the intersection with California Street; thence North 0.1 mile± along the center of California Street to the intersection with West Cross Street; thence Northeasterly 0.05 mile± to the intersection with the center of California Street; thence North 0.4 mile± to the north line of Section 31, T.10 N., R.2 E., M.D.M., and the center of West Main Street; thence North ½ mile± to the center of West Beamer Street; thence West along the center of West Beamer Street to the intersection with Mariposa Street; thence North along the center of Mariposa Street ¼ mile± to the intersection with the center of West Woodland Avenue; thence East 0.1 mile± to the intersection with the center of Nevada Street; thence North ¼ mile± to the north line of Section 30, T.10 N., R.2 E., M.D.M., and the center of Kentucky Avenue; thence East ¼ mile± along the center of Kentucky Avenue to the northeast corner of said Section 30; thence East 4 miles± along the center of Kentucky Avenue (aka County Road 20) to the northeast corner of Section 26, T.10 N., R.2 E., M.D.M.; thence South 1.2 miles along the east line of said Section 26, and the east line of Section 35, T.10 N., R.2 E., M.D.M. to the intersection with the center of Interstate Highway 5; thence East 2.1 mile± along the center of Interstate Highway 5 to the intersection with the West Levee of the Yolo By-Pass; thence Southeasterly 1.6 miles± along said West Levee to a point that is distant Northerly along said West Levee 0.2 mile from the center of County Road 25; thence West 300 feet± to the center of a drainage ditch; thence Southerly along the center of said ditch to the intersection with the center of County Road 25; thence West 0.3 mile± along the center of County Road 25 to the Section Corner common to Sections 5, 6, 7 & 8, T.9 N., R.3 E., M.D.M.;

GOVERNING BOARD ELECTIONS (continued)

thence West 3 miles± along the center of County Road 25 to the southwest corner of Section 2, T.9 N., R.2 E., M.D.M., and the center of County Road 102; thence North 1 mile± along the center of County Road 102 to the intersection with the center of East Gibson Road (aka County Road 24) at the northeast corner of Section 3, T.9 N., R.2 E., M.D.M.; thence West 2 miles± along the center of Gibson Road to the intersection with the center of East Street at the northwest corner of Section 4, T.9 N., R.2 E., M.D.M. and the point of beginning.

Legal Description for Yolo County Board of Education Trustee Area #4

Beginning at the intersection of the South Fork of Putah Creek and the northwesterly line of Interstate Highway 80; thence Northeasterly 1.6 miles± along said northwesterly line to the intersection with the center of the Union Pacific Railroad property (aka Southern Pacific Railroad); thence Northeasterly 1 mile± along the center of the Union Pacific Railroad to the intersection with the center of the California Northern Railroad (aka Southern Pacific Railroad) projected southeasterly; thence Northwesterly 1.2 miles± along the center of the California Northern Railroad to the intersection with the center of Covell Boulevard (aka County Road 31); thence West along the center of Covell Boulevard to the intersection with Anderson Road; thence Northerly and Northeasterly along the center of Anderson Road to the intersection with the center of 'F' Street; thence Northwesterly along the center of 'F' Street and extension thereof along the center of County Road 101A to the intersection with the center of County Road 29; thence West 0¾ miles± along the center of County Road 29 to the southwest corner of Section 28, T.9 N., R.2 E., M.D.M.; thence North 2 miles± along the west line of said Section 28 and the west line of Section 21, T.9 N., R.2 E., M.D.M., to the northwest corner of said Section 21 and the center of County Road 27; thence East 2 miles± along the center of County Road 27 to the northeast corner of Section 22, T.9 N., R.3 E., M.D.M. and the center of County Road 102; thence North 2 miles± along the center of County Road 102 to the northwest corner of Section 11, T.9 N., R.3 E., M.D.M., and the center of County Road 25; thence East 3 miles± along the center of County Road 25 to the Section Corner common to Sections 5, 6, 7 & 8, T.9 N., R.3 E., M.D.M.; thence continuing East 0.3 mile± along the center of County Road 25 to the intersection of a drainage ditch; thence Northerly 0.2 mile± along the center of said ditch; thence East 300 feet± to the West Levee of the Yolo By-Pass; thence Southeasterly and Southerly along said West Levee to the intersection with the north line of Section 3, T.8 N., R.3 E., M.D.M., thence West along said north line to the northwest corner of said Section 3; thence South along the west line of said Section 3 to the intersection with the southerly line of the Union Pacific Railroad property (aka Southern Pacific Railroad); thence Northeasterly along said southerly line to the east line of Section 36, T.9 N., R.3 E., M.D.M.; thence South along said east line thereof, and the east line of Section 1, T.8 N., R.3 E., M.D.M. to the corner common to Sections 1 & 12, T.8 N., R.3 E., M.D.M., and Sections 6 & 7, T.8 N., R.4 E., M.D.M.; thence South along the east line of said Section 12 to the intersection with the west line of the Sacramento-Yolo Port District; thence along said west line the following three (3) courses, 1) S.25°06'51"W. 1702.75 feet, along a curve to the left with a radius of 8,620.00 feet, a central angle of 25°30'00", and a chord of S.12°21'51"W. 3804.82 feet, 3) S.0°23'09"E. 12418.48 feet to the intersection with the south line of Section 25, T.8 N., R.3 E., M.D.M.; thence continuing Southerly and Southwesterly along the said west line of the Sacramento-Yolo Port

GOVERNING BOARD ELECTIONS (continued)

District to the intersection with the south line of the north-half of Section 21, T.6 N., R.3 E., M.D.M. ; thence West along said south line to the Quarter-Corner between Sections 21 & 20, T.6 N., R.3 E., M.D.M.; thence South 1 mile± along the east lines of Sections 20 & 29, T.6 N., R.3 E., M.D.M. to the Quarter-Corner between said Sections 28 & 29; thence West ½ mile± along the Quarter-Section line to the Interior-Quarter corner of said Section 29; thence South ½ mile± to the Quarter-Section corner between Sections 29 & 32, T.6 N., R.3 E., M.D.M.; thence East ½ mile± to the northeast corner of said Section 32; thence South ½ mile± to the Quarter-Corner between Sections 32 & 33, T.6 N., R.3 E., M.D.M.; thence West ½ mile± to the Interior-Quarter Corner of said Section 32; thence South ½ mile± along the Quarter-Section line to the South Quarter-Corner of Section 32, also being a point on the Yolo-Solano County line; thence West 1½ mile± along the south line of Sections 32 & 31, T.6 N., R.3 E., M.D.M. to the southwest corner of said Section 31; thence North 12 miles± along the west line of said T.6 N., R.3 E., M.D.M., and T.7 N., R.3 E., M.D.M., also being the Yolo-Solano County boundary, to the northwest corner of said T.7 N., R.3 E., M.D.M.; thence West 642 feet± to the southwest corner of Section 31, T.8 N., R.3 E., M.D.M.; thence North 1½ miles± along the Township line between T.8 N., R.2 E., M.D.M., and T.8 N., R.3 E., M.D.M., also being the Yolo-Solano County boundary, to the East-Quarter Corner of Section 25, T.8 N., R.2 E., M.D.M.; thence West 1 mile± along the Quarter-Section line to the West-Quarter Corner of said Section 25; thence North ½ mile to the northwest corner of Section 25, also being the southeast corner of Section 31, T.8 N., R.2 E., M.D.M.; thence West 1 mile± along the south line of said Section 23 to the southwest corner thereof, also being the northeast corner of Section 27, T.8 N., R.2 E., M.D.M.; thence South ½ mile± along the east line of said Section to the East-Quarter Corner of Section 27; thence West ½ mile± to the Interior-Quarter Corner of Section 27; thence North along the Quarter-Section line to the intersection with the South Fork of Putah Creek; thence Westerly along the center of said creek to the northwesterly line of Interstate Highway 80 and the point of beginning.

Legal Description for Yolo County Board of Education Trustee Area #5

Beginning at a point on the center of Putah Creek at the intersection of the Yolo-Solano County boundary with the Yolo-Napa County boundary; thence Northerly and Northwesterly along the Yolo-Napa County boundary to the intersection of the Lake County boundary line; thence Northerly along the Yolo-Lake County boundary to the Colusa County boundary line being in the north line of Township 12 North, Range 5 West, Mount Diablo Meridian; thence Easterly 16¾ miles± to the northeast corner of Section 5, T.12 N., R.2 W., M.D.M.; thence South 2 miles± along the east lines of said Section 5 and Section 8, T.12 N., R.2 W., M.D.M. to the Southeast corner of said Section 8, also being the northwest corner of Section 16, T.12 N., R.2 W., M.D.M.; thence Easterly 4 miles± along the north lines of Sections 16, 15, 14, and 13, T.12 N., R.2 W., M.D.M. to the northeast corner of said Section 13; thence South 1 mile± to along the easterly line thereof to the southeast corner of Section 13, also being the northwest corner of Section 19, T.12 N., R.1 W., M.D.M.; thence East 1 mile± along the north line of said Section 19 to the northeast corner thereof; thence South 1 mile± along the east line of Section 19 to the southeast corner thereof, also being the northwest corner of Section 29, T.12 N., R.2 W., M.D.M.; thence East 1 mile± along the north

GOVERNING BOARD ELECTIONS (continued)

line of said Section 29 to the northeast corner thereof; thence South 1 mile± along the east line of Section 29 to the southeast corner thereof, also being the northwest corner of Section 33, T.12 N., R.2 W., M.D.M.; thence East 1 mile± along the north line of said Section 33 to the northeast corner thereof; thence South 1 mile± along the east line of said Section 33 to the southeast corner thereof, also being the northwest corner of Section 3, T.11 N., R.1 W., M.D.M.; thence East 2 miles± along the north line of said Section 3 and Section 2, T.11 N., R.1 W., M.D.M. to the northeast corner of said Section 2, being also the southwest corner of Section 36, T.12 N., R.1 W., M.D.M.; thence North 1/2 mile along the west line of said Section 36 to the West-Quarter Corner thereof; thence East 1 mile± along the East-West Quarter Section line to the East Quarter-Corner of said Section 36; thence North 1½ miles± along the east line of Section 36 and Section 25, T.12 N., R.1 W., M.D.M. to the northeast corner of said Section 25, being also the northwest corner of Section 30, T.12 N., R.1 E., M.D.M.; thence Easterly 4 miles± along the north lines of Sections 30, 29, 28, and 27, T.12 N., R.1 E., M.D.M. to the northeast corner of said Section 27; thence South ¼ mile± along the east line of said Section 24 to the 1/16th corner between Section 27 and Section 26, T.12 N., R.1 E., M.D.M.; thence East along the 1/16th line to the intersection with the center of Sycamore Slough; thence Southeasterly along the center of Sycamore Slough to the intersection with the west line of Section 31, T.12 N., R.2 E., M.D.M.; thence North along the east line of said Section 31 to the intersection with the center of State Highway 45; thence Northwesterly along the center of State Highway 45 to the north line of Section 24, T.12 N., R.1 E., M.D.M.; thence East along the north line of said Section 24 the intersection with the center of the Sacramento River, being also the Yolo-Sutter County boundary; thence Southeasterly along the center of the Sacramento River to the intersection with the north line of Section 3, T.11 N., R.2 E., M.D.M.; thence Easterly 5.2 miles± along the north line of said Sections 3, 2, and 1, T.11 N., R.2 E., M.D.M., and the north line of Sections 6, 5, and 4, T.11 N., R.3 E., M.D.M. to the intersection with the center of the Feather River; thence Southerly along the center of the Feather River to the intersection with the north line of Section 22, T.11 N., R.3 E., M.D.M.; thence West along the north line of said Section 22 to the northwest corner thereof; thence South 1 mile± along the west line of Section 22 to the southwest corner thereof; thence East along the south line of Section 22 to the intersection with the center of the Sacramento River; thence Northerly, Easterly, and Southerly along the center of the Sacramento River to the intersection with the Yolo, Sutter and Sacramento County boundaries; thence Southerly along the center of the Sacramento River, being the Yolo-Sacramento County boundary to the intersection with the center of Interstate Highway 5; thence Westerly along the center of Interstate Highway 5 to the intersection with the West Levee of the Yolo By-Pass; thence Westerly 2.1 miles±, continuing along the center of Interstate Highway 5 to the intersection with the east line of Section 35, T. 10 N., R.2 E., M.D.M.; thence North 1.2 miles along said east line and the east line of Section 26, T.10 N., R.2 E., M.D.M. to the northeast corner thereof; thence West 4 miles± along the north line of Section 26 and the center of Kentucky Avenue (aka County Road 20) to the northwest corner of Section 29, T.10 N., R.2 E., M.D.M.; thence West ¼ mile± along the north line of Section 31, T.10 N., R.2 E., M.D.M. to the intersection of Nevada Street; thence South ¼ mile along the center of Nevada Street to the intersection with the center of West Woodland Street; thence West along the center of West Woodland Street to the intersection with the center of Mariposa Street; thence South ¼ mile± along the center of Mariposa Street to the center of West Beamer Street; thence East along the center of West Beamer Street to the

GOVERNING BOARD ELECTIONS (continued)

intersection with the center of California Street; thence South ½ mile± along the center of California Street to the north line of Section 31, T.10 N., R.2 E., M.D.M., and the center of West Main Street; thence South 0.4 mile± along the center of California Street to the intersection with the center of West Cross Street; thence Southwesterly 0.05 mile± along the center of West Cross Street to the intersection of the center of California Street; thence South 0.1 mile± along the center of California Street to the intersection with the center of Elizabeth Way; thence West 0.2 mile± along the center of Elizabeth Way to the intersection with the center of Cottonwood Street; thence South 0.6 miles± along the center of Cottonwood Street to the Quarter-Section Corner between Section 31, T.10 N., R.2 E., M.D.M. and Section 6, T.9 N., R.2 E., M.D.M.; thence South ½ mile± along the center of Cottonwood Street to the Interior-Quarter Corner of said Section 6; thence East ½ mile± along the Quarter-Section line the Quarter-Corner between said Section 6 and Section 5, T.9 N., R.2 E., M.D.M.; thence East 1 mile± along the Quarter-Section line of said Section 5 to the East Quarter-Corner thereof, and the center of East Street; thence North ½ mile± along the center of East Street to the center of Gibson Road at the Section Corner common to Sections 4 & 5, T. 9N., R.2 E., M.D.M., and Sections 32 & 33, T.10 N., R.2 E., M.D.M.; thence East 2 miles± along the center of Gibson Road to the northeast corner of Section 3, T.9 N., R.2 E., M.D.M., and the center of County Road 102; thence South 3 miles± along the center of County Road 102 to the southeast corner of Section 15, T.9 N., R.2 E., M.D.M., and the intersection with the center of County Road 27; thence West 2 miles± along the center of County Road 27 to the northwest corner of Section 21, T.9 N., R.2 E., M.D.M., thence South 2 miles± along the west line of said Section 21, and Section 28, T.9 N., R.2 E., M.D.M., to the intersection with center of County Road 29, and the southwest corner of said Section 28; thence West 2 miles± along the center of County Road 29 to the intersection with the center of County Road 98, an the northwest corner of Section 31, T.9 N., R.2 E., M.D.M.; thence South 2 miles± along the center of County Road 98 to the intersection with the center of County Road 31; thence West 2 miles± along the center of County Road 31 to the intersection with the center of County Road 96; thence South 1 mile± along the center of County Road 96 to the center of Russell Boulevard (aka County Road 32); thence West along the center of Russell Boulevard to the intersection with the center of County Road 95A; thence Southeasterly along the center of County Road 95A to the intersection with the center of Putah Creek, being the Yolo-Solano County boundary; thence Westerly along the center of Putah Creek and the Yolo-Solano County boundary to the point of beginning.

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

RESIGNATION

A County Board of Education member who wishes to resign shall file a written resignation with the County Superintendent of Schools. (Education Code 1008, 5090)

The resignation shall become effective when filed with the County Superintendent unless a deferred effective date is specified in the resignation. The effective date may not be deferred for more than 60 days after filing. (Education Code 5090, 5091)

A written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable once filed. (Education Code 5090)

A County Board member who tenders his/her resignation with a deferred effective date shall, until the effective date of the resignation, continue to exercise all the powers of the office except those involving the provisional appointment of his/her successor.

A County Board member who resigns shall file a revised Statement of Economic Interest/Form 700 covering the period of time between the closing date of the last statement and the date he/she leaves office within 30 days of leaving office. (Government Code 87302, 87500)

Legal Reference:

EDUCATION CODE

1008 Vacancies; procedure for filing

5090-5095 Definition (vacancy)

35178 Resignation with deferred effective date

GOVERNMENT CODE

1770 Vacancies: definition

87300-87313 Conflict of interest code

87500 Statements of economic interests

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Boards of Education: <http://www.theccbe.org>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

FILLING VACANCIES

Events Causing a Vacancy

A vacancy on the County Board of Education may occur for any of the following events:

1. The death of an incumbent (Government Code 1770)
2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of his/her office for the remainder of his/her term (Government Code 1770)
3. A County Board member's resignation (Government Code 1770)
4. A County Board member's removal from office, including by recall (Elections Code 11384; Government Code 1770)
5. A County Board member's ceasing to inhabit the trustee area which he/she represents on the County Board (Government Code 1770)
6. A County Board member's absence from the state for more than 60 days, except in the following situations: (Government Code 1064, 1770)
 - a. Upon County Board business with the approval of the County Board
 - b. With the consent of the County Board for an additional period not to exceed a total absence of 90 days

In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the County Board.

- c. For federal military deployment, not to exceed an absence of a total of six months, as a member of the armed forces of the United States or the California National Guard

If the absence of the County Board member for military deployment exceeds six months, the County Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the County Board may appoint an interim member to serve in his/her absence.

If two or more members of the County Board are absent by reason of military deployment, and those absences result in the inability to establish a quorum at a regular meeting, the County Board may immediately appoint one or more interim members as necessary to

FILLING VACANCIES (continued)

enable the County Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent County Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

7. A County Board member's ceasing to discharge the duties of his/her office for the period of three consecutive months, except when prevented by illness or when absent from the state without the permission required by law (Government Code 1770)
8. A County Board member's conviction of a felony or any offense involving a violation of his/her official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770, 3000-3003)
9. A County Board member's refusal or neglect to file his/her required oath within the time prescribed (Government Code 1770)
10. The decision of a competent tribunal declaring void a County Board member's election or appointment (Government Code 1770)
11. A County Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until the order of commitment has become final (Government Code 1770)
12. A "failure to elect" in which no candidate or an insufficient number of candidates have filed to run for a County Board seat(s) (Education Code 5090, 5326, 5328)

Timelines for Filling a Vacancy

When a vacancy occurs, the County Board shall take the following action, as appropriate: (Education Code 1008)

1. When a vacancy occurs within four months of the end of a County Board member's term, the County Board shall take no action. (Education Code 5093)
2. When a vacancy occurs more than four months before the end of a County Board member's term, the County Board shall either order an election or make a provisional appointment within 60 days of the date of the vacancy or the filing of the member's deferred resignation unless a special election as described in item #3 below is required. (Education Code 5091, 5093)

FILLING VACANCIES (continued)

3. When a vacancy occurs between six months and 130 days before a regularly scheduled County Board election but the vacant position is not scheduled to be filled during that election, a special election to fill the position shall be consolidated with the regular election. The person elected shall take office at the first regularly scheduled County Board meeting following the certification of the election and shall serve until the end of the term of the position which he/she was elected to fill. (Education Code 5093)

Eligibility

In order to be appointed or elected to fill a vacancy on the County Board, a person must meet the eligibility requirements specified in Education Code 1000 and 1006 and described in Board Bylaw 9220.

Provisional Appointments

When a special election is not required, the County Board is authorized by law to make a provisional appointment to fill a vacancy on the County Board. Before making a provisional appointment, the County Board shall advertise in the local media to solicit candidate applications or nominations. The County Board shall ensure that applicants are eligible for County Board membership, interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote.

The person appointed shall be afforded all the powers and duties of a County Board member immediately upon appointment and shall hold office until the next regularly scheduled election for County Board members. (Education Code 5091)

Within 10 days after the appointment is made, the County Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the jurisdiction of the County Board. (Education Code 5092)

The notice shall contain: (Education Code 5092)

1. The date that the vacancy occurred or the date of the filing of, and the effective date of, the resignation
2. The full name of the provisional appointee
3. The date of appointment
4. A statement notifying the voters that unless a petition calling for a special election pursuant

FILLING VACANCIES (continued)

to Education Code 5091 is filed in the office of the County Superintendent within 30 days of the provisional appointment, the appointment shall become effective

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and an election will not be held, the County Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the election. (Education Code 5328)

When an appointment is being made because of a failure to elect, the County Board shall publish a notice once in a newspaper of general circulation published in the county, or if no such newspaper exists, in a newspaper having general circulation within the county. This notice shall state that the County Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures specified above in the "Provisional Appointments" section.

*Legal Reference:*EDUCATION CODE

1000 *Composition and trustee area, county board of education*
 1006 *Qualifications for holding office, county board of education*
 1007 *Elections*
 5090-5095 *Vacancies*
 5300-5304 *General provisions (conduct of elections)*
 5320-5329 *Order and call of election*
 5340-5345 *Consolidation of elections*

ELECTIONS CODE

10600-10604 *School district elections*
 11381-11386 *Candidates for recall*

GOVERNMENT CODE

1064 *Absence from state*
 1770 *Vacancies: definition*
 3000-3003 *Forfeiture of office*
 3060-3075 *Removal other than by impeachment*
 6061 *One time notice*
 54950-54963 *The Ralph M. Brown Act*

PENAL CODE

88 *Bribery, forfeiture from office*

UNITED STATES CODE, TITLE 18

704 *Military medals or decorations*

FILLING VACANCIES (continued)

ATTORNEY GENERAL OPINIONS

58 Ops. Cal. Atty. Gen. 888 (1975)

81 Ops. Cal. Atty. Gen. 98 (1998)

Management Resources:

CSBA PUBLICATIONS

Filling a Board Vacancy, rev. May 2012

WEB SITES

CSBA: <http://www.csba.org>

California State Attorney General's Office, Quo Warranto Applications:

http://ag.ca.gov/opinions/quo_warranto.php

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

OATH OR AFFIRMATION

Prior to entering upon the duties of their office, all members of the County Board of Education shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

The oath may be administered and certified by any County Board member, the secretary or assistant secretary to the County Board, the County Superintendent of Schools, the Superintendent of Public Instruction, or any other person authorized in Education Code 60 or Government Code 1225.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

Legal Reference:

EDUCATION CODE

60 *Persons authorized to administer and certify oaths*

GOVERNMENT CODE

1225 *Right to administer and certify oaths*

1303 *Misdemeanor for failure to take oath*

1360-1369 *Oath of office*

3100-3109 *Oath or affirmation of allegiance*

CALIFORNIA CONSTITUTION

Article 20, Section 3 *Oath of office*

COURT DECISIONS

Chilton v. Contra Costa Community College District (1976) 55 Cal. App. 3d 544

Vogel v. County of Los Angeles (1967) 68 Cal. 2d 18, 22

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

ORIENTATION

County Board Candidate Orientation

The County Board of Education and County Superintendent of Schools desire to provide County Board candidates with information that will enable them to understand the responsibilities and expectations of County Board membership. The County Superintendent or designee shall provide all candidates with general information about county office of education programs and operations, County Board member responsibilities, and the county election official's contact information.

The County Board encourages all candidates to attend public County Board meetings during the period of their candidacy. Candidates shall have the same access as members of the public to County Board and COE staff and information.

New County Board Member Orientation

The County Board shall provide an orientation and information to incoming County Board members to assist them in understanding the County Board's functions, policies, procedures, protocols, and agreed-upon standards of conduct. Incoming County Board members shall receive the COE policy manual and other materials related to the COE and County Board member responsibilities.

Upon their election, incoming County Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office.

The County Superintendent may provide incoming County Board members with additional background and information regarding the COE's vision and goals, operations, and current challenges in areas that include, but are not limited to, student achievement, curriculum, finance, facilities, and policy.

Incoming members are encouraged to attend County Board meetings and review agenda materials available to the public in order to become familiar with current issues facing the COE. Incoming members also may, at COE expense and with prior approval of the County Board, attend workshops and conferences relevant to their individual needs or to the needs of the County Board or the COE as a whole.

Legal Reference:

EDUCATION CODE

33360 Department of Education and statewide association of school district boards; annual workshops

33362-33363 Reimbursement of expenses; board member or member-elect

ELECTIONS CODE

ORIENTATION (continued)

- 13307 Candidate's statement*
- 20440 Code of Fair Campaign Practices*
- GOVERNMENT CODE
- 54950-54963 The Ralph M. Brown Act, especially:*
- 54952.1 Member of a legislative body*
- 54952.7 Copies of Brown Act to board members*

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2007

A call to Order, 2015

Professional Governance Standards, 2000

CCBE PUBLICATIONS

A Guide to Effective Governance, 2015

WEB SITES

CSBA: <http://www.csba.org>

CCBE : <http://www.theccbe.org>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

BOARD DEVELOPMENT

Citizens elected to the County Board of Education are entrusted with the responsibility of governing the county office of education. The County Board recognizes that its members need training that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardmanship skills.

All County Board members may, at COE expense and with prior approval of the County Board, attend conferences for the purpose of County Board development. County Board business shall not be discussed at conferences.

County Board members shall report to the County Board, orally or in writing, as soon as possible on the inservice activities they attend.

Funds for County Board development shall be budgeted annually for each County Board member.

Legal Reference:

EDUCATION CODE

33360 Department of Education and statewide association of school district boards; annual workshop

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54952.2 Meeting

Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

YOLO COUNTY BOARD OF EDUCATION
Letter of Transmittal to County Board
From the Superintendent

SUBJECT: Suggested Future Agenda Items	AGENDA ITEM #: 3.18
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
<u>BACKGROUND:</u>	DATE: May 23, 2017

1. Approval of Board Policies and Administrative Regulations
01-20-15 Special Meeting: per Superintendent, revisions of the Board Policies and Administrative Regulations have been finalized and need to be brought to the Board for approval.

08-25-15 Update: The Board adopted the 5000 Series (Students) Board policies; the Board requested to hold off on further review/approval until California County Boards of Education policies are published.

02-16-17 Update: The Board Policy Committee will meet to review and revise Board Bylaws to be presented at future meeting.
2. *02-28-17 Regular Meeting: Trustee Owens requested a presentation on the planning and preparing for hazardous materials release at YCOE facilities.*

RECOMMENDATION/COMMENTS: This agenda item serves as a tracking tool for future agenda items. The Board may want to add additional item(s).