

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, December 12, 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

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

Action

Posted: December 8, 2017

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.

Page 4 2.0 YOLO COUNTY OFFICE OF EDUCATION EMPLOYEE(S) OF THE MONTH RECOGNITION

Page 5 3.0 REPORTS

- 3.1** Board Member(s)/Superintendent/Superintendent’s Advisory Team/Committee(s)
 - a. Board Members
 - b. Superintendent
 - c. Superintendent Advisory Team
 - d. Committees

3.2 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.

4.0 ACTION/INFORMATION/DISCUSSION

Action	4.1	Organizational Meeting for 2018	Page 6
		a. Election of Officers	
		1) President	
		2) Vice President	
		b. Adopt the 2018 Board Meeting Calendar Dates and Times	
		c. Review Board Compensation and Travel and Mileage Reimbursement (BB 9250)	
		d. Appointment of Board Committee Representatives.	
		1) YCSBA Representative: Appoint one Board Member.	
		2) Policies/Procedures/Bylaw Review Committee: Appoint two Board Members.	
		3) Superintendent's Compensation Committee: Appoint two Board Members.	
		4) Facilities Committee: Appoint two Board Members.	
		5) Board Budget: Appoint one Board Member.	
Action	4.2	Consent Agenda	Page 21
		a. Approval of Minutes: November 28, 2017 Regular Meeting	
		b. Temporary County Certificates	
Public Hearing 3:30pm [time approx.]	4.3	A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Career Academy Charter School Petition	Page 28
Action	4.4	Approval/Disapproval of the Yolo County Career Academy Charter School Petition	Page 29
Information	4.5	Yolo County Office of Education 2017-18 First Interim Report	Page 378
Action	4.6	Yolo County Office of Education 2017-18 First Interim Budget Revision Report	Page 487
Action	4.7	Call for County Nominations for California School Boards Association Delegate Assembly	Page 491
Information	4.8	Head Start/Early Head Start Reports	Page 496
		a. Enrollment Update	
		b. Program	
		c. Financial Status	
Information	4.9	Attendance Reports	Page 511
		a. Alternative Education	
		b. Special Education	

Public Hearing 3:31pm <i>[time approx.]</i>	4.10	A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Initial Proposal to the Yolo County Superintendent of Schools from the California School Employees Association (CSEA), Chapter #639, for 2017-18.	Page 517
Information	4.11	Yolo County Superintendent of Schools' Response and Initial Proposal to the California School Employees Association (CSEA), Chapter #639, for 2017-18.	Page 518
Information	4.12	Williams Reports	
	a.	Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of July, August and September 2017	Page 520
	b.	Quarterly Report on Williams Uniform Complaints for YCOE Operated Schools Covering the Months of July, August and September 2017	Page 525
	c.	Annual Report on Yolo County Schools in Decile 1-3 2016-17	Page 527
Information	4.13	Suggested Future Agenda Item(s)	Page 534
Action	5.0	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: Yolo County Office of Education Employee(s) of the Month Recognition	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: Margie Valenzuela
<u>BACKGROUND:</u>	DATE: December 12, 2017

Margie Valenzuela, Executive Director of Human Resources will present Employee(s) of the Month certificate(s).

RECOMMENDATION/COMMENTS: For information.

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

SUBJECT: Reports	AGENDA ITEM #: 3.0
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: December 12, 2017

Reports will be given as follows:

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

- a. Board Members
- b. Superintendent
- c. Superintendent Advisory Team (SAT)
- d. Committees

3.2 Associations

RECOMMENDATION/COMMENTS: For information.

YOLO COUNTY BOARD OF EDUCATION

Letter of Transmittal to County Board

From the Superintendent

SUBJECT: Organizational Meeting for 2018	AGENDA ITEM #: 4.1
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 type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
<u>BACKGROUND:</u>	DATE: December 12, 2017

The following actions shall be taken by the Board:

- a. **Election of Officers** (see attached Board Bylaw 9121)
 - 1) President
 - 2) Vice President

- b. **Adopt the 2018 Board Calendar Meeting Dates and Times.** (see attached draft calendar and Board Bylaw 9320)

- c. **Review Board Compensation and Travel and Mileage Reimbursement** (see attached Board Bylaw 9250)

- c. **Appointment of Board Committee Representatives:** (see attached BP/SP 0640.00)
 - 1) YCSBA Executive Board: One Member
 - 2) Policies/Procedures/Bylaw Review Committee: Two Members
 - 3) Superintendent's Compensation Committee: Two Members
 - 4) Facilities Committee: Two Members
 - 5) Board Budget: One Member

RECOMMENDATION/COMMENTS: That the Board take the following actions:

- Elect new officers for 2018
- Adopt the 2018 meeting calendar
- Appoint committee representatives as outlined above

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: June 29, 2017

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California



YOLO COUNTY BOARD OF EDUCATION
 1280 Santa Anita Court, Suite #120, Woodland, CA 95776-6127
 (530) 668-6700 FAX: (530) 668-3848

2018 CALENDAR OF MEETINGS

4th Tuesday of each month (*with some exceptions**)
 Call (530) 668-3703 to confirm dates and meeting location.

*Tuesday, January 30, 2018 Regular Meeting 3:30 p.m.	Tuesday, February 27, 2018 Regular Meeting 3:30 p.m.
Tuesday, March 27, 2018 Regular Meeting 3:30 p.m.	Tuesday, April 24, 2018 Regular Meeting 3:30 p.m.
Tuesday, May 22, 2018 Regular Meeting 3:30 p.m.	June 2018 Special Meeting (Budget Study Session) Time/Date TBD Tuesday, June 26, 2018 Regular Meeting (Budget & LCAP Adoption) 3:30 p.m.
Tuesday, July 24, 2018 Regular Meeting 3:30 p.m.	Tuesday, August 28, 2018 Regular Meeting 3:30 p.m.
Tuesday, September 25, 2018 Regular Meeting 3:30 p.m.	Tuesday, October 23, 2018 Regular Meeting 3:30 p.m.
Tuesday, November 27, 2018 Regular Meeting 3:30 p.m.	*Tuesday, December 18, 2018 Regular Meeting 3:30 p.m.

Please Note: Meeting agendas and minutes can be viewed on our web site: www.ycoe.org

**ADOPTED:
 REVISED**

Meetings and Notices

It is a strong policy of the board to support the legal intent of The Ralph M. Brown Act, which is the law that guarantees the public's right to attend and participate in meetings of local legislative bodies. The board assures that its meetings will be held in compliance with this law.

The board recognizes that state open meeting laws define a "meeting" as:

1. Any congregation of a majority of the members of the board in the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the board or district.
2. Any use of direct communication, personal intermediaries or technological devices by a majority of board members to develop a collective concurrence as to an action the members will take on an item. (*Government Code § 54952.2*)

Provided that a majority of the board members do not discuss among themselves business of a specific nature that is within the board's subject matter jurisdiction, attendance by a majority of the board's members at any of the following events and individual contacts or conversations between a board member and any other person are not subject to state open meeting laws:

1. A conference or similar public gathering that involves a discussion of issues of general interest to the public or to school boards.
2. An open, publicized meeting organized by a person or organization other than the board to address a topic of local community concern.
3. A purely social or ceremonial occasion. (*Government Code § 54952.2*)

Board meetings shall be open to the public and held within county boundaries, except as allowed by law. The board welcomes public participation at its open meetings for purposes identified in law (see attached E 9320.00). (*Government Code §§ 54953, 54954*)

All board policies and administrative regulations shall apply equally to meetings that are video conferenced. The superintendent or designee shall establish procedures to facilitate public participation in the meeting at each video teleconference location.

Regular Meetings

The board shall hold one regular meeting each month. Date, time, and place of these meetings shall be established at the annual organizational meeting.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (*Government Code § 54954.2*)

Time, Place, Notification for Meetings

At the annual organization meeting or as shortly thereafter as possible, the board will adopt a calendar of regular meetings which shall, in accordance with law, specify the time, place, and date of each regular meeting scheduled before the next organization meeting.

The Secretary of the Board shall notify all local papers each month of the board meeting, date, and hour, and invite the public to attend. The Board shall review its meeting calendar quarterly and will confirm or may change meeting dates at that time. Subsequent changes in meeting dates shall require approval by all sitting board members. Their individual approval/disapproval may be communicated to the Board President, to the Superintendent, or at the Board meeting at which time the matter is considered. (Education Code §§ 1011, 1040, Government Code § 54954)

The meetings of the board shall be held at the office of the Yolo County Office of Education in the Conference Center unless specifically announced for some other location.

A notice of each regular meeting and any special meeting called at least one week in advance, shall be mailed to any person who has filed with the board a written request for such notice. The notice shall be mailed at least one week before the meeting. Requests are valid for one year from the date filed unless renewed. Renewal requests must be filed within 90 days after January 1 of each year. (*Government Code § 54954.1*)

Persons requesting notices shall pay an annual mailing fee as determined by the superintendent or designee.

Special Meetings (Non-Emergency)

The presiding officer or a majority of the members of the board may call special meetings of the board.

All members of the board and the superintendent shall be notified of the special meeting and the purpose(s) for which it is called by written notice delivered to them at least 24 hours in advance of the meeting. (*Government Code § 54956*)

The agenda for special meetings shall be posted at a place where citizens and employees may view it at least 24 hours prior to the meeting, and shall be received by news media at least 24 hours prior to the meeting. (*Ed Code §§ 1012 and 1016*)

An agenda shall be prepared as specified for regular board meetings and shall be delivered with the notice of the special meeting to board members together with supporting documents, if any. The agenda shall be posted according to law. The agenda for the special meeting may be mailed with the notice to news media, organizations and property owners, or the business to be transacted shall be stated in the notice.

Only those items of business listed in the call for the special meeting shall be considered at that special meeting.

When a special meeting is called at least one week in advance, a notice of the meeting shall be mailed at least one week before the meeting to any person who has appropriately filed with the board a written request for notice of regular meetings. (*Government Code § 54954.1*)

Special Meetings (Emergency)

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the board may hold a special meeting without complying with the 24-hour notice requirement of *Government Code § 54956*. An emergency situation means any of the following:

1. A work stoppage or other activity which severely impairs public health, safety, or both, as determined by a majority of the members of the board.
2. A crippling disaster which severely impairs public health, safety, or both, as determined by a majority of the members of the board.

Each local newspaper of general circulation and radio or television station which has requested notice of special meetings shall be notified by the President of the board or the President's designee, one hour prior to the special meeting. In the event that telephone services are not functioning, the notice requirement of one hour is waived, but the board or its designee shall notify such newspapers, radio stations, or television stations of the fact of the holding of the meeting, and of any action taken by the board, as soon after the meeting as possible.

No closed session may be held during an emergency special meeting, and all other rules governing special meetings shall be observed with the exception of the 24-hour notice. The minutes of the meeting, a list of persons the President or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at such meeting shall be posted for a minimum of ten days in a public place as soon after the meeting as possible. (*Government Code § 54956.5*)

Adjourned Meetings

A majority vote by the board may adjourn any meeting at any place in the agenda to any time and place specified in the order of adjournment, except that if no members are present at any regular or adjourned regular meeting, the secretary or the clerk may declare the meeting adjourned to a stated time and place, and he/she shall cause a written notice of the adjournment to be given in the same manner as in *Government Code § 54596*. (See Special Meetings - Non-Emergency). A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of adjournment. (*Government Code § 54955*).

Only uncompleted items of the original agenda or items related to the original agenda may be acted upon at an adjourned meeting.

Video Teleconferencing

The board may use video teleconferences for board meetings when receiving public comment or testimony and during board deliberations. Agendas shall be posted at all video conference locations whenever they are posted elsewhere. (*Government Code § 54953*)

Public Participation in County Board of Education Meetings

The board, as the representative body of the Yolo County Office of Education (YCOE), wishes to provide an avenue for any citizen to express interest in the schools. Accordingly, the public is invited to attend any regular or special meeting of the board.

Meetings of the board are conducted for the purpose of carrying on the business of the board, and therefore are not public meetings, but meetings held in public. Meetings are closed to the public only during executive sessions, the purpose of which is to discuss certain matters which are confidential by nature and which are permitted by law to be considered in executive session.

While it is the intent of the board to extend to all citizens a fair and adequate hearing on every matter of concern, complaints from individual citizens or groups within the county about members of the staff or instructional materials will not be considered by the board until efforts have been made to resolve any such complaint by use of the established complaint procedure.

The Board welcomes participation of interested organizations and individuals. Advance announcements of all regular and special meetings are made by posting the agenda on the bulletin board of every school operated by YCOE, at YCOE administrative offices, and at designated public locations, at least 72 hours before a regular meeting and 24 hours before a special meeting. Notice of meetings will also be given to news media, and to those citizens and community and professional organizations who specifically request such notification. Under emergency conditions, a special meeting may be announced by posting the agenda or call for the meeting only, although a determined effort will be made to notify all concerned news media, organizations and individuals. A reasonable charge may be made of those persons and organizations requesting continued advance announcements and agenda backup materials.

Any member of the public may place a matter directly related to board business on the agenda of a regular board meeting, subject to the following conditions:

1. The request must be in writing and be submitted to the superintendent together with supporting documents and information, if any, at least five business days prior to the legally required posting of the agenda.
2. The superintendent shall be the sole judge of whether the request is or is not a "matter directly related to board business."

3. No matter which is legally a proper subject for consideration in executive session will be accepted under this provision.
4. The board may place limitations on the total time to be devoted to the matter at any meeting, and may limit the time allowed for any one person to speak on the matter at that meeting.

The board may take action on a matter placed on the agenda in this manner.

This provision permitting a member of the public to place a matter on the agenda does not prevent the board from hearing any matter which a member of the public may wish to bring to the attention of the board at a regular meeting, but the board cannot take action on such matter at that meeting. The matter could be placed on the agenda for a future meeting and action taken at that time.

Persons addressing the board shall be guided and constrained by the following conditions:

1. The person addressing the board may be required to show a reasonable basis of interest in the affairs of YCOE, such as being a legal resident of the county, being a parent or guardian of a child in a county program, or being a representative of an organization having legitimate concern with YCOE affairs, or other bona fide interest in the proceeding of the board.
2. Whenever the Board president determines a specific complaint or charge to be against a staff member employed by the County Superintendent, the president shall advise the complainant to address his/her complaint to the County Superintendent or designee.
3. Remarks or charges by any person addressing the board which reflect adversely upon the character or motives of any person are out of order.
4. Three minutes may be allotted to each person addressing the board, with a maximum of twenty minutes to any subject. The presiding officer of the board shall endeavor to allot equal time to persons having opposing views on a subject. These general time allotments may be altered at the discretion of the presiding officer.
5. It shall be in order for the members of the board or the superintendent to interrupt the speaker at any time to ask questions or to make a comment as frequently as necessary to clarify the discussion.
6. During the time when the board is holding official meetings, only those persons recognized by the presiding officer shall be permitted to participate in the discussion. Any attempt by any person not so recognized to discuss any matter before the board is out of order.

7. Inappropriate conduct by a person declared out of order by the presiding officer for violation of any of the above rules shall be grounds for summary termination of that person's privilege of addressing the board for that meeting.

Information regarding the procedure for audience participation at board meetings will be made available to the audience prior to any board meeting.

Legal References:

Education Code, 1011, 1012, 1016, 35140, 35143-35145, 35145.5
Government Code, 54950-54957.9, 54952.2, 54953, 54954, 54954.1, 54954.2, 54955,
54956, 54956.5

ADOPTED: July 23, 1984

REVISED: 04/23/90, 11/16/92, 10/24/94, 06/24/97, 02/15/01, 08/28/12

Remuneration, Reimbursement, and Other Benefits

Remuneration

The Governing Board hereby specifies that each member of the Board attending the regularly scheduled monthly meeting may receive the maximum compensation allowed by Education Code 1090 for services rendered. Members may be paid for meetings they missed when the Board, by resolution duly adopted and included within its minutes, finds that they were performing designated duties of the Board or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board. This is done with the understanding that it is not incumbent upon any member to accept payment. Board compensation will be paid in accordance with existing statutes. Any member not desiring to be compensated shall file a written statement with the ex-officio Secretary of the Board indicating non-acceptance of payment for serving as a Board member.

Per Education Code 1090 (g): “On an annual basis, the county board of education may increase the compensation of individual board members beyond the limits delineated in this section, in an amount not to exceed 5 percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the county board of education.”

The Board realizes that this action may be rejected by a majority of the voters in that county voting in a referendum established for that purpose, as prescribed by Chapter 3 (commencing with Section 17200) of Part 2 of Division 17 of the Elections Code.”

Health and Welfare Benefits

Members of the Board are eligible for benefits to include medical, dental, and vision at the same level as non-bargaining unit members.

Departing Board members have the option to continue paying for health benefits as a group member by making payments to the Yolo County Office of Education.

Transportation

Board members who use a privately owned automobile in the discharge of necessary official duties as a member of the county board of education may receive the same amount of mileage reimbursement as allowed by any county official in the performance of his or her official duties. The mileage rate allowed in this section shall be based on the total mileage claimed in a calendar month (1090(e)). Mileage charges for all trustees under this section shall be calculated separately from Conference Attendance/Travel Expenses and shall be drawn against a single account funded at \$1,000 per fiscal year. Mileage funds not expended during the fiscal year shall revert to the General Fund.

Conference and Meeting Attendance

Board members are encouraged to attend and participate in meetings, conferences, workshops, and other activities relevant to the mission of the office and will be reimbursed. Board members are authorized to claim necessary travel expenses (see Travel Reimbursement below) incurred while attending national, state, or local school board association sponsored function(s). This authorization includes other education related meetings that are pertinent to the mission of the Board of Education. An amount of \$2,000 shall be available each fiscal year to each member of the Board for conference and travel.

Accountability and public awareness of board member expenditures shall be accomplished by the following:

If the notice and timing of the conference, meeting etc. permit, a board member who wishes to attend a conference shall inform the board at a YCBE board meeting prior thereto of his/her intent to attend, and advise the board of the benefit of the attendance to the YCBE and/or the YCOE. In the event prior notification is not possible the attending board member is expected to so advise the board at the first subsequent meeting. All board members who have attended any conference or meeting at YCBE expense are expected to provide an oral or written report at a subsequent YCBE board meeting.

In order to insure that the YCBE is aware of the individual and total Board travel and conference expenditures, at the regularly scheduled December meeting each year the Board shall assess the budgeted amount already spent or encumbered in addition to anticipated expenses for the balance of the fiscal year.

Members of the Board who have been designated as official representatives or delegates by the Board or the Region shall be reimbursed for their costs separately from the \$2,000 allocation. Conference flyers/agendas will be placed on the agenda in a timely manner at the regular Board meetings, so that discussion on who will attend will expedite the decision making and the processing of registration.

Travel Reimbursement

For travel and conference expenses falling within the Individual Board Travel Budget (see above), Trustees will be reimbursed for actual expenses incurred by them for conference registration, travel (mileage reimbursement as prescribed by governing IRS regulations, actual cost of airfare (coach or economy only), other transportation costs (bus, taxi, parking etc.); actual cost of lodging, and meals not included in any conference registration. Itemized receipts must be submitted to the County Superintendent (Secretary to the Yolo County Board of Education) prior to any reimbursement.

All out of state travel shall have prior Board approval. No funds shall be expended for travel outside the United States.

Legal References:

Education Code, 1090-1092
Elections Code 17200

ADOPTED: July 23, 1984

REVISED: 11/16/92, 01/23/95, 09/21/00, 08/16/01, 03/20/02; 06/22/06; 12/20/07; 12/10/13;
08/26/14, 11/15/16

Policies/Procedures/Bylaw Review Committee

Every year at the annual organization meeting (on or after the last Friday in November), the board will appoint two (2) members to serve as the Policy/Procedures/Bylaw Review Committee. This committee will work with the superintendent or his/her designee (and county counsel, as appropriate) on the development/revision of non-personnel policies.

The primary function of the policy review committee is to evaluate proposed policies and bylaws. The board and superintendent support adoption and revision of board or County Office policies under any of the following circumstances:

1. Current law requires the adoption of a local policy.
2. Current law gives options or provides local flexibility, and it is advantageous to select one of the options or exercise authorized flexibility.
3. It is important for any of a large number of possible reasons to adopt a local policy concerning a specific matter.

The committee shall recommend that the board accept, revise, or reject proposed policies and/or policy revisions except for the County Office policies and procedures. Review of procedures is advisory and shall not be binding on the County Office. The responsibilities of the review committee shall be as follows:

1. Analyze any policy which is placed in question by any agency.
2. Recommend maintaining the policy, revising the policy, or elimination of the policy.
3. Review the manual according to the three-year cycle to bring the policies up to date.
4. Review procedure recommendations of the County Office to determine whether they are truly implementations of the board policies.

Working with the superintendent, the review committee may follow this general procedure:

1. Request that members of the management team review the appropriate sections of the County Office policies (and procedures) and develop recommendations for possible changes. The appropriate management team members shall have responsibility for consulting members of both certificated and classified staff under their supervision regarding the policy and procedures review.

2. The management team shall review recommendations from individual team members.
3. The review committee shall review all suggestions received from the management team, from any employee(s) of the County Office, and from board members.
4. The review committee shall also review the board bylaws.
5. The review committee shall recommend to the board possible changes in the board policies and bylaws.

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

SUBJECT: Consent Agenda	AGENDA ITEM #: 4.2
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
<u>BACKGROUND:</u>	DATE: December 12, 2017

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: November 28, 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.

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

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: November 28, 2017
DRAFT MINUTES

1.0 OPENING PROCEDURES

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on November 28, 2017 at 3:35pm in Regular session in the Conference Center located at 1280 Santa Anita Court, Suite #120, Woodland, CA. Board Members present were: Matt Taylor, Carol Souza Cole, Bill Owens, and Shelton Yip. President Matt Taylor presided. Trustee Cirenio Rodriguez arrived late. 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:** Yip. **AYES:** Souza Cole, Yip, Owens, Taylor. **NOES:** None. **ABSENT:** Rodriguez.

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

2.0 YOLO COUNTY OFFICE OF EDUCATION EMPLOYEE(S) OF THE MONTH RECOGNITION: No employees were recognized this month.

3.0 REPORTS

- 3.1 Board Member(s)/Superintendent/SAT/Committee(s).
- a. Board Members Reports:
- Trustee Owens shared that he is looking forward to the California School Boards Association (CSBA) Annual Education Conference the next few days and that the California County Boards of Education (CCBE) Taskforce on Superintendent Compensation has completed their report and is included in the CCBE General Meeting materials that was sent to all county board of education trustees.
 - Trustee Yip shared that he attended the Greengate Harvest Festival and congratulated staff on a job well-done. He also attended the Woodland Joint Unified School District board meeting where the district recognized and thanked YCOE for their service to the district. He also attended the Building a Resilient Yolo and congratulated Garth Lewis and staff on a job well-done. He also shared that he invited Michael Anadon, CSBA Public Affairs and Community Engagement Representative for our region to the Yolo County School Boards Association (YCSBA) meeting and shared with members of the districts what he would like to see happen in the region. He also shared that the YCSBA Excellence in Education Awards is scheduled for Monday, April 30, 2018. He is also looking forward to the CSBA Annual Education Conference. He has solicited information and will be sharing with the CSBA Delegate Assembly on legislative action. He

also mentioned that he would like to continue as the CSBA Delegate for Region 6 but needs to be nominated by the Yolo County Board of Education.

Board Vice President Rodriguez arrived at 3:45pm

- b. Superintendent
 - Complimented staff for the recently developed partnerships - the California Endowment providing support to Cesar Chavez Community School and Yolo Employment Services (YES) providing e-waste services for our office.
 - Distributed and reviewed the mini grant award recipients list.
- c. Superintendent's Advisory Team:
 - Ronda DaRosa distributed and reviewed copies of the *Yolo County Board of Education Update, November 28, 2017* (copies can be found on file with the official records of this meeting).
 - Tami Ethier shared that she has been working with the auditors and in training mode with Crissy Huey. She is also working to schedule a meeting with the auditors to present the audit to the Board at the January meeting.
- d. Committees:
 - No reports

- 3.2 Associations.
 - No reports.

4.0 INFORMATION/DISCUSSION/ACTION

- 4.1 Consent Agenda.
 - a. Approval of Minutes: October 24, 2017 Regular Meeting.
 - b. Temporary County Certificates
 - c. Resolution #17-18/11 Adoption of the 2016-17 and 2017-18 Gann Limits

The Board took action to approve the Consent agenda.

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

- 4.2 Second Reading: BP 7310 Naming of Facility. This item was presented to the Board as information at the October 24, 2017 regular meeting. Trustee Souza Cole shared that they considered policies from other county offices of education, received input from Superintendent Ortiz and included the change as suggested by Trustee Owens at the October meeting.

The Board took action to approve BP 7310 Naming of Facility.

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

- 4.3 Second Reading: BP/SP 6159.1 Procedural Safeguards and Complaints for Special Education. This item was presented to the Board as information at the October 24, 2017 regular meeting.

The Board took action to approve BP 6159.1 Procedural Safeguards and Complaints for Special Education.

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

Board President Taylor clarified that the Board has only approved the Board Policy, not the Superintendent's Policy.

The Superintendent hereby approves SP 6159.1.

- 4.4 Second Reading: BP/SP 6164.4 Identification and Evaluation of Individuals for Special Education. This item was presented to the Board as information at the October 24, 2017 regular meeting.

The Board took action to approve BP 6164.4 Identification and Evaluation of Individuals for Special Education.

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

The Superintendent hereby approves SP 6164.4.

- 4.5 Second Reading: BP/SP 6174 Education for English Learners. This item was presented to the Board as information at the October 24, 2017 regular meeting. Trustee Souza Cole asked for clarification for the English Learners master plan and Garth Lewis shared that it can be brought to the Board as information. Trustee Rodriguez requested a report from the districts on their services for English learners.

The Board took action to approve BP 6174 Education for English Learners.

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

The Superintendent hereby approves SP 6174.

- 4.6 Presentation: Planning and Preparing for Hazardous Materials Release at Yolo County office of Education. Matt Juchniewicz, Director of Support Operations Services, presented information on the handling of a hazardous materials release at YCOE facilities and responded to questions of the Board. He shared that he will soon publish an emergency response flip chart for staff and the Board suggested conducting site-specific trainings on emergency response protocols.

- 4.7 Head Start/Early Head Start Reports
a. Enrollment Update
b. Program
c. Financial Status

Ronda DaRosa presented this item as information and responded to questions of the Board. Ronda DaRosa provided brief program updates and shared that Crissy Huey is starting to work with Head Start/Early Head Start staff on budget development, which should be finalized by February.

- 4.8 Initial Proposal to the Yolo County Superintendent of Schools from the California School Employees Association Chapter 639. Superintendent Ortiz presented this item for information.

- 4.9 Local Control Accountability Plan Local Indicators. Garth Lewis reviewed the information contained in the Board packet and responded to questions of the Board. He also shared that much of the information had been previously reported to the Board in other formats and that this item has come to the Board to fulfill a reporting requirement of the California Department of Education. He also shared that this information contains information for the 2015-16 and 2016-17 school years and that this coming spring they will report out on the 2017-18 school year.

Board Vice President Rodriguez left at 5:03pm

- 4.10 Yolo County Career Academy Charter School Petition. College & Career Readiness Director, Lori Perez, presented a draft charter school petition for the Yolo County Career Academy Charter School and responded to questions of the Board. The goal is to hold the public hearing and call for a vote for approval at the December 12, 2017 Regular Meeting. Trustee Souza Cole thanked Lori Perez, Garth Lewis, Ronda DaRosa and Tami Ethier for meeting with Board President Taylor and herself to respond to their comments and concerns.
- 4.11 Attendance Reports
a. Alternative Education
b. Special Education

Garth Lewis presented the alternative education reports as information and responded to questions of the Board. Sharon Holstege reported out on the Special

Education report.

4.12 Suggested Future Agenda Items.

- SELPA presentation moved to January 2018
- English Learners Masterplan in February 2018 (include district services and data)
- YCOE Facility Presentations beginning January 2018

5.0 ADJOURNMENT. The meeting adjourned at 5:24pm.

MOTION: Souza Cole. **SECOND:** Owens. **AYES:** Souza Cole, Owens, Yip, 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

November 2017

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Elia Chavez	ER BCLAD
Nicola Williams	30 Day Sub Permit
Kerry Sortor	30 Day Sub Permit
Sydney Santana	30 Day Sub Permit
Corey King	30 Day Sub Permit
John Dewitt	30 Day Sub Permit
Kristin Street	Single Subject

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Brittanie Hedrick	30 Day Sub Permit

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Courtney Schrag	30 Day Sub Permit
Thomas Ditusa	Multiple Subject
Marjorie Beach	30 Day Sub Permit

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Syaira Naseer	30 Day Sub Permit
Noelia Loza	30 Day Sub Permit
Mary Tagert	30 Day Sub Permit
Admin Araiza Gomez	STSP
Melanie Graham	STSP

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Cecilia Rocha	Site Supervisor

Total TCC's for the Month of November 2017: 17

YOLO COUNTY BOARD OF EDUCATION
Public Hearing for:
The Yolo County Career Academy Charter School Petition

SUBJECT: Public Hearing	AGENDA ITEM #: 4.3
	DATE: December 12, 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 Career Academy Charter School Petition.

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

SUBJECT: Approve/Disapprove of the Yolo County Career Academy Charter School Petition	AGENDA ITEM #: 4.4
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 checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Garth Lewis & Lori Perez
<u>BACKGROUND:</u>	DATE: December 12, 2017

The Yolo County Career Academy Charter School Petition was presented to the Board as information at the November 28, 2017 regular meeting.

RECOMMENDATION/COMMENTS: The Board is being asked to consider approval of the Yolo County Career Academy Charter School petition.

November 17, 2017

Trustee Matt Taylor, President
Yolo County Board of Education
1280 Santa Anita Court, Suite 100
Woodland, CA 95776

Dear President Taylor,

The team of educators and agency partners who developed this petition firmly believe that approval of the proposed Yolo County Career Academy (YCCA), an independent charter, will provide access to quality educational pathways for students who are not currently enrolled in school and have not yet earned a diploma. This charter school will offer an added compendium of services to students. These services will prepare each graduate to be a successful member of the 21st century workforce and benefit the greater Yolo County Region. The YCCA will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services.

The YCCA team looks forward to working with the Yolo County Board of Education in obtaining approval and successfully implementing this new endeavor to better serve the youth and young adults of Yolo County. The YCCA will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services.

The YCCA team consists of business and community partners from throughout Yolo County who are committed to serving the unserved and developing sustainable career pathways leading to employment and careers. The YCCA team is currently developing the articles of incorporation needed to establish a California non-profit public benefit corporation. This corporation will be organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701 (d).

Thank you,

YCCA writing team

Table of Contents

EXECUTIVE SUMMARY.....4

INTENT AND LEGAL REQUIREMENTS.....10

 Affirmations and Assurances.....11

REQUIRED ELEMENTS13

 Logistical Components.....13

ELEMENT A: Educational Program.....14

 Targeted School Population.....14

 Statement of Community Need.....15

 Philosophy and Approach to Instruction.....18

 Instructional Design.....19

ELEMENT B: Measurable Student Outcomes.....39

ELEMENT C: Method by Which Pupil Progress will be Measured47

ELEMENT D: Governance Structure of School50

ELEMENT E: Qualifications to be met by individuals to be employed53

ELEMENT F: Health and Safety Procedures.....55

ELEMENT G: Means to Achieve a Reflective Racial and Ethnic Balance57

ELEMENT H: Admissions Requirements58

ELEMENT I: Financial Audits.....59

ELEMENT J: Pupil Suspension and Expulsion.....60

ELEMENT K: Staff Retirement System.....62

ELEMENT L: Attendance Alternatives63

ELEMENT M: Description of Employee Rights64

ELEMENT N: Dispute Resolution Process.....65

ELEMENT O: Labor Relations.....67

ELEMENT P: Closure of Charter School68

FINANCIAL DETAILS70

CONCLUSION.....73

Appendices

APPENDIX 1: Curriculum and Materials Information.....74

APPENDIX 2: Yolo County SELPA Handbook, Chapter on Charters, AB602 Funding Allocation.....78

APPENDIX 3: Job Descriptions.....97

APPENDIX 4: Comprehensive Safe Schools Plan.....114
APPENDIX 5: Uniform Complaint Procedure & Board Policies157
APPENDIX 6: School Calendar and Bargaining Unit Agreements.....193
APPENDIX 7: Financial Documents.....328
APPENDIX 8: Petition Signatures & Letters of Support.....329
APPENDIX 9: Notification of School Districts.....336

EXECUTIVE SUMMARY

Identified Need

The charter petition planning team have identified an underserved student population of youth who have not earned a high school diploma and who need to develop their skills to attain and succeed in family - sustaining employment. These potential students need a deliberate and systemic solution to provide them with the knowledge and tools necessary to earn a high school diploma and maximize post-secondary and career opportunities. The Yolo County Career Academy (YCCA) charter school design prepares students to be successful members of the 21st century workforce and benefits Yolo County and the Greater Sacramento Region. Success in the 21st Century economy requires not only content knowledge and discipline specific skills, but also skills such as teamwork, persistence, problem-solving and effective communication. These types of skills that transcend disciplines and apply to all workplaces account for 80% of labor market outcomes. In making hiring decisions, employers value a candidate's applied skills more than their content knowledge (Payne, 2012).

Mission Statement

The Yolo County Career Academy's mission is to provide a high-quality educational program that empowers students to earn a high school diploma while acquiring college and career readiness skills that lead to engaged citizens, highly skilled workers and leaders in our community. The Yolo County Career Academy (YCCA) charter school will partner with the Workforce Investment Board, school districts, business, industry and other allies to achieve this mission by engaging students through work-based, relationship-focused, innovative and rigorous learning experiences resulting in graduates who will be "Ready for College and a Career". The YCCA will serve students ages 16 through 24 years of age that have not yet obtained a high school diploma. Students will be served through programs provided in locations within Yolo County.

Outcomes

The Yolo County Career Academy will seek to support students in achieving the following outcomes:

- Completion of industry training and workforce skills identified by local business
- Attainment of a high school diploma or high school equivalency
- Dual enrollment and concurrent enrollment opportunities with community colleges
- Successful transition to postsecondary training to further pursue academic and career goals
- Successful transition to skilled workforce earning a family – sustaining wage

Opening Dates and Locations

The YCCA intends to open in the fall of 2018 at the two Woodland locations and will expand over the following two years to include more facilities within Yolo County. The two locations opening in fall 2018 are: an existing school site that already has facilities for academic and career technical education programs offered to YCOE Alternative Education students; and Suite 190 of the Yolo County Office of Education administrative building, where a centralized intake and registration process will be maintained. Suite 190 also houses the Corazon Career Technical Education Center where instructional and work-based learning services will be delivered in partnership with Marquez Design, the Yolo County Health and Human Services Agency, Yolo County Workforce Innovation Board, and Yolo County Probation.

Staffing

For Certificated Staff during the first year, YCCA will consist of 1 full time academic instructor, one part-time academic instructor, and four part-time CTE instructors. YCCA will employ a part-time administrator and part-time administrative secretary. The transition specialist will be an in-kind service for year 1 and a contracted service for years 2 and 3.

Certified Salaries	2018-19	2019-20	2020-21
Instructors (Academic)	1.5	2.0	2.0
Instructors (CTE)	1.0	2.0	2.0
Administrator	.2	.75	.75

Classified Salaries	2018-19	2019-20	2020-21
Number of FTE – Instructional Aides’ Salaries	1.0	1.0	1.0
Number of FTE – Administrative Secretary	.2	1.0	1.0
Number of PTE – Transition Specialist	.0	.5	.5

Student Enrollment

In year 1, we anticipate an enrollment of 50 students, with a conservative project of 66% attendance resulting in an Average Daily Attendance (ADA) of 33

Enrollment Assumptions	2018-19		2019-20			2020-21		
	<i>Site 1</i>	<i>Site 2</i>	<i>Site 1</i>	<i>Site 2</i>	<i>Site 3</i>	<i>Site 1</i>	<i>Site 2</i>	<i>Site 3</i>
Enrollment	35	15	40	54	6	40	60	10
ADA %	66	66	66	66	66	66	66	66
Total ADA	18.85	18.85	19.74	19.74	5.38	22.44	21.54	5.38

Funding

The California Education Code (47612.1) allows charter schools to receive funding for students who are over the age of 19 if instruction is developed in partnership with a federal workforce program such as the Workforce Innovation Board. The YCCA will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services.

The student enrollment projections will result in revenues of \$716,623 and expenditures of \$598,724. This will result in a budget surplus of \$117,899 in year 1. In the second year, YCCA anticipates \$1,373,508 in funding, \$1,189,828 in expenditures, leaving a surplus of \$183,680. In its third year, YCCA is projecting to receive \$1,403,336 in funding and expend \$1,314,329, leaving a surplus of \$89,007.

Fund Balance	2018-19	2019-20	2020-21
Net increase (decrease) in fund balance	\$117,899	\$183,680	\$89,007

These funding projections are based almost solely on funding from ADA (at a conservative calculation of 66% of enrollment). The charter will also pursue funding from other sources, such as the Adult Education Block Grant, Career Technical Education Incentive Grant, and the Workforce Innovation and Opportunity Act.

Academic Focus

The YCCA will offer students a blended instructional model with direct instruction in core academic subjects and Career Technical Education (CTE) and online learning resources. Students will work on collaborative projects, learn from experts in local industry, travel to local businesses to experience first-hand what they will be learning in the classroom and finally, begin to prepare for all post-secondary opportunities. Both CTE and core academic subjects teachers will work collaboratively to plan lessons, create projects, organize activities with the business community, create assessments and develop work-based learning opportunities for students. This contextualized-learning approach will enable students to learn by doing and will provide the opportunity to develop relationships with potential employers in the community. The program will utilize online and printed curriculum and resources that are used in the YCOE Alternative Education program. Adult students will also have the opportunity to earn their high school equivalency in the form of the GED or HiSET. Curriculum and resources will be utilized from the YCOE Adult Education program. Further information on the curriculum and resources can be found in Appendix 1.

Career Technical Education Focus

YCCA will build and deliver career pathways that are aligned with regional and local workforce needs and emerging industry sectors, and that keep up with and evolve as these workforce needs change. These career pathways will be built as the school develops in partnership with community and business partners. Students will receive employer vetted industry certifications and certificates of completion that are valued in the workplace in addition to high school credit. Capstone CTE courses are articulated with local community colleges and students are able to earn community college credits for successful completion with a B or better in the course. The community college credits are provided on a community college transcript just as if the student took the course at the community college. Local and regional data was used in determining the need for the development of the YCCA charter and the career pathways identified below. In addition, tables 1 and 2 were included to demonstrate the projected employment through 2024 for the region.

A strong demand for workers continues in the **Manufacturing and Product Design** industry sector, whose demand increases as populations, businesses, and local economies expand. YCCA will offer the Manufacturing and Product Design Career Technical Education pathway for enrolled students. Between July and August 2017 the Sacramento-Roseville-Arden-Arcade Metropolitan area which includes Yolo County added 900 jobs in areas of manufacturing. In addition, 1,100 jobs were added in the transportation and automotive manufacturing area. In addition to the Manufacturing and Product Design industry sector, YCCA will be working to provide complimentary **transportation** pathways to support industry needs and student career goals.

From August 2016 to August 2017 the Sacramento-Roseville-Arden-Arcade Metropolitan area which includes Yolo County added 6,700 jobs in the Health Care and Social Assistance employment sectors. The Health Care and Social Assistance employment projections leads the areas of need. YCCA will work with community partners to develop and build a **Health Care and Social Assistance** pathway to enrolled students.

The **Hospitality, Tourism, and Recreation** industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. YCCA will offer the Hospitality, Tourism, and Recreation industry (HSR) Career Technical Education pathway to enrolled students. Specific to the Sacramento-Roseville-Arden-Arcade Metropolitan Statistical Area (including Yolo, El Dorado, Placer, and Sacramento

counties), the region added 5,200 jobs between August 2016 and August 2017 specific to leisure and hospitality.¹

The **Building and Construction Trades** Industry Sector is also an emerging and growing industry throughout Yolo County and the capital region. YCCA will offer Building and Construction Trades career pathway courses to enrolled students. Specific to the Sacramento-Roseville-Arden-Arcade Metropolitan Statistical Area (which includes Yolo, El Dorado, Placer, and Sacramento counties), the region had an increase of 1,100 jobs between July and August 2017 within the industries of trade, transportation, and utilities.

Yolo County is a hub of the **Agricultural and Natural Resources** Industry Sector. Related activities will be embedded within the four other industry sectors identified above and provide opportunities for students to explore ag and natural resource careers. YCCA will also offer Agriculture and Natural Resources career pathway courses to enrolled students. Agriculture is the largest industry sector in Yolo County with regional data showing that between July and August 2017 the region had an increase of 1,200 jobs.

Table 1. 2014-2024 Fastest Growing Occupations in the Sacramento--Roseville--Arden-Arcade Metropolitan Statistical Area (El Dorado, Placer, Sacramento, and Yolo Counties)

Occupational Title	Estimated Employment 2014**	Projected Employment 2024	Percent Change 2014-2024	2016 First Quarter Wages [1]	
				Median Hourly	Median Annual
Building and Construction Trades					
Painters, Construction and Maintenance	2,950	4,470	51.5%	\$18.50	\$38,470
Drywall and Ceiling Tile Installers	1,760	2,620	48.9%	\$23.35	\$48,563
Cement Masons and Concrete Finishers	1,280	1,810	41.4%	\$22.18	\$46,124
Carpenters	8,640	11,910	37.8%	\$21.76	\$45,270
First-Line Supervisors of Construction Trades and Extraction Workers	2,930	3,910	33.4%	\$36.17	\$75,244
Manufacturing and Product Design					
Industrial Machinery Mechanics	1,010	1,330	31.7%	\$30.23	\$62,875
Cost Estimators	1,760	2,350	33.5%	\$30.45	\$63,335
Plumbers, Pipefitters, and Steamfitters	2,380	3,450	45.0%	\$24.84	\$51,663
Sheet Metal Workers	1,110	1,580	42.3%	\$33.00	\$68,637
Computer Systems Analysts	8,650	11,230	29.8%	\$39.66	\$82,488
Health Occupations					
Occupational Therapists	470	610	29.8%	\$47.52	\$98,842
Emergency Medical Technicians and Paramedics	930	1,220	31.2%	\$19.40	\$40,346
Medical Assistants	5,090	6,670	31.0%	\$16.37	\$34,039

¹ State of California. (August 2017). Employment Development Department, Labor Market Information Division August 2017 Report. Retrieved from www.labormarketinfo.edd.ca.gov

Hospitality and Food Services					
Dietitians and Nutritionists	640	830	29.7%	\$36.22	\$75,336
Food Service Managers	2,210	2,850	29.0%	\$22.15	\$46,051
Chefs and Head Cooks	1,350	1,800	33.3%	\$21.09	\$43,859
First-Line Supervisors of Food Preparation and Serving Workers	5,190	6,930	33.5%	\$13.71	\$28,502

Table 2. 2014-2024 Projected Occupations in the Sacramento--Roseville--Arden-Arcade Metropolitan Statistical Area (El Dorado, Placer, Sacramento, and Yolo Counties)

Occupational Title	Total Job Openings 2014-2024 [1]	2016 First Quarter Wages [2]	
		Median Hourly	Median Annual
Building Trades, Manufacturing and Transportation			
Laborers and Freight, Stock, and Material Movers, Hand	7,670	\$12.68	\$26,385
General and Operations Managers	6,540	\$46.29	\$96,277
Stock Clerks and Order Fillers	6,050	\$11.81	\$24,550
Construction Laborers	3,490	\$20.67	\$43,004
Maintenance and Repair Workers, General	2,740	\$18.97	\$39,453
Heavy and Tractor-Trailer Truck Drivers	2,570	\$20.31	\$42,257
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,010	\$28.67	\$59,621
Light Truck or Delivery Services Drivers	1,890	\$16.22	\$33,730

Schedule

The school schedule will allow for a combination of hands-on learning in CTE coursework, direct instruction in academic coursework, work-based learning, and online learning for credit accrual. Each student will have a Personalized Learning Plan (PLP) that will chart their path to high school graduation, skill development, and other academic and personal goals. Students will attend classes 5 days per week for an average of 6 hours per day. Student schedules will be individualized according to the students' learning objectives and goals. Students ages 16-18 will attend academic courses during the morning and CTE training in the afternoon. Adult students (18 – 24 years old) will attend CTE training in the morning and Core Academic courses in the afternoon. An example of the course schedule is provided below. The times will be flexible to meet student needs.

Monday			Tuesday			Wednesday			Thursday			Friday		
Math	50	min.	Math	50	min.	Math	50	min.	Math	50	min.	Math	50	min.
English	50	min.	English	50	min.	English	50	min.	English	50	min.	English	50	min.
Science	50	min.	Science	50	min.	Science	50	min.	Science	50	min.	Science	50	min.
H/SS	50	min.	H/SS	50	min.	H/SS	50	min.	H/SS	50	min.	H/SS	50	min.
Lunch	20	min.	Lunch	20	min.	Lunch	20	min.	Lunch	20	min.	Lunch	20	min.
CTE	90	min.	CTE	90	min.	CTE	90	min.	CTE	90	min.	CTE	90	min.
(Skill Development)			(Skill Development)			(Skill Development)			(Skill Development)			(Skill Development)		

Partnerships

YCCA will work collaboratively with the Yolo County Health and Human Services Agency and Workforce Innovations Board to build partnerships that support YCCA students. YCCA will partner with local workforce and business partners to build industry relevant curriculum that lead to sustainable living wage employment. Yolo County Probation and Yolo County Monroe Detention Center are collaborative partners in the charter and will work with YCCA to provide supportive services to students. YCCA will collaborate with community agencies to provide supportive services for students and families. YCCA will actively participate in Chambers of Commerce meetings and local service groups including the rotary to provide awareness of YCCA and collaboration opportunities.

Please see Appendix 8 for signatories for establishment of the petition and letters of support from key partners.

INTENT AND LEGAL REQUIREMENTS

In 1992, the California Legislature enacted the Charter Schools Act of 1992. Section 47601 of the California Education Code states that: It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a) Improve pupil learning.
- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- c) Encourage the use of different and innovative teaching methods.
- d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

As used in Education Code section 47612, “attendance” means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school will be actually taught in their charter schools. “Regular average daily attendance” will be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school. (5 C.C.R., §11960 (a).) As a general rule, students over the age of 22 may not generate attendance for apportionment purposes in a charter school. (5 C.C.R., Sec. 11960 (c)(1).) However, a student who is over the age of 22 may generate attendance in a charter school if enrolled in a charter school program compliant with Ed. Code section 47612.1 that provides instruction exclusively in partnership with any of the following:

- 1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).
- 2) Federally affiliated Youth Build programs.
- 3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.
- 4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps. (5 C.C.R., § 11960 (c)(2); Ed. Code, § 47612.1.) A charter school may either choose to partner with one of the above-listed programs as an entire school or (if also serving younger ages) it may opt to have a separate instructional program within the school that is specifically dedicated to students participating under the provisions of Ed. Code Section 47612.1. (5 C.C.R., § 11960 (c)(2)(B).)

YCCA will partner with the Workforce Innovation Board (authorized by the Workforce Innovation and Opportunity Act) for all programs offered to students.

Affirmations and Assurances

As the authorized lead petitioner, I, Garth Lewis, Assistant Superintendent Instructional Services and Equity, hereby certify that the information submitted in this petition for a California public charter school to be named Yolo County Career Academy (YCCA) to be located at 1280 Santa Anita Court, Suite 190, Woodland, of Yolo County, and to be authorized by the Yolo County Board of Education is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, YCCA will follow any and all federal, state, and local laws and regulations that apply, including but not limited to:

- YCCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- YCCA shall follow all provisions of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- YCCA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- YCCA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- YCCA shall admit all students who are eligible to attend, and who submit a timely application; unless YCCA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to YCCA shall not be determined according to the place of residence of the student or his or her parents within the county. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of YCCA in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- YCCA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of “hate crimes” set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- YCCA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- YCCA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- YCCA shall ensure that teachers in the Charter hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- YCCA shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil who is of high school age is expelled or leaves YCCA without graduating or completing the school year for any reason, YCCA shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- YCCA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- YCCA shall, on a regular basis, consult with its parents and teachers regarding its education programs. [Ref. California Education Code Section 47605(c)]
- YCCA shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- YCCA shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- YCCA shall comply with the Family Educational Rights and Privacy Act.
- YCCA shall comply with the Public Records Act.
- YCCA shall comply with the Ralph M. Brown Act.
- YCCA shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- To the extent that YCCA provides independent study programs, it shall comply with Education Code section 51745 et seq. and all implementing regulations.

REQUIRED ELEMENTS

Logistical Components

Yolo County Board of Education as Authorizer

To the extent that this charter petition refers to the “County Board” as authorizing body of the Charter School, or otherwise references the authorizer of the Charter School, such language shall be interpreted to reference the Yolo County Board of Education where appropriate.

Term of Charter

The Petitioners request a new charter school pursuant to Education Code Section 47605 for a term of five years from July 1, 2018 through June 30, 2023.

Date of Opening and Students to Be Served

On approval of the charter petition, the Petitioners plan to open the Yolo County Career Academy (YCCA) for instruction by no later than August 31, 2018, with authorization to offer instruction for youth aged 16 to 24.

Notification upon Approval

Upon approval of the charter petition, the Petitioners will provide a written notice of the approval to the State Superintendent of Public Instruction and the State Board of Education.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

YCCA will be located at two sites within the boundaries of Yolo County for the 2018-2019 school year, and will expand sites in subsequent years. YCCA shall operate its primary administrative offices at 1280 Santa Anita Court, Suite 190. The suite 190 location is approximately 16,000 square feet and will also house the Career Technical Education Training Center with industry aligned equipment. YCCA will operate at the locations listed below under a single County-District-School (CDS) code as part of a single school with multiple locations. During the term of the initial charter, it is anticipated that YCCA will phase in the opening of locations to ensure a smooth delivery of services to students and to meet the needs of our students throughout Yolo County. YCCA will notify districts prior to opening additional sites and will notify adjacent COEs and districts if a resource center will be opened in adjacent counties. All facilities will meet the requirements of the Americans with Disabilities Act and will not present physical barriers that would limit an eligible student's full participation in educational and extracurricular programs. Facilities will be large enough to provide space for inviting and engaging learning labs with space for small group activities, group projects, and work space for individual student/teacher meetings. Facilities will also include access to meeting space for teaching staff to collaborate and conduct instructional business or to hold individual tutoring or meeting sessions with students. The following list details the anticipated opening dates and different locations of the charter school:

Opening After	Location
August 1, 2018	255 West Beamer Street, Woodland, CA 95695
August 1, 2018	1280 Santa Anita Court, Suite 190, Woodland, CA 95776
August 1, 2019	Yolo County Monroe Detention Center, 140 Tony Diaz Dr, Woodland, CA 95776

ELEMENT A: Educational Program

Governing Law: *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

Governing Law: *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

Governing Law: *A description, the manner in which the charter school will inform parents of high school students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).*

Targeted School Population

YCCA will provide educational services for Yolo County students, ages 16 and up to 24 who have not yet obtained their high school diploma due to lack of success in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The YCCA will be one charter initially operating at two sites in Yolo County strategically situated to afford student populations in need of our services convenient access to our programs. A key component of the facility locations is accessibility to public transportation and access to partner resources.

The vast majority of our students come from situations of poverty. The YCCA program will bring job training and additional resources provided through a partnership with federal and state-sponsored job training organizations, and Workforce Innovation and Opportunity Act (WIOA) programs. WIOA partners will provide YCCA with referrals to a 100% disadvantaged student population. Students drop out of school for many different reasons, but research demonstrates that the following reasons are consistently at the top of the list: a difficult transition to high school, deficient basic skills, and a lack of engagement. The YCCA educational ecosystem is designed as a learning environments that will compel students to master the skills, knowledge, and attitudes that will support their educational efforts and provide opportunities for them to pursue successful and productive lives.

The YCCA will offer a unique educational experience specifically designed for young adults who have not been successful in school and have re-committed to improving their lives and continuing their education, and who meet the requirements for enrollment set forth in Education Code sections 47612(b) and 47612.1. YCCA specifically targets students who have previously dropped out of school without receiving a high school diploma.

Student Enrollment and Attendance

Enrollment in YCCA shall be consistent with California Charter School Act and federal Law. Additional sites are possible for upcoming school years, as the need develops. YCCA will accept any Yolo County student seeking educational re-engagement and eligible to pursue a high school diploma, as well as those from contiguous counties as required by law. Enrollment projections for the next five years will reach 114 students.

YCCA will be an effective and engaging high school diploma and career technical education program, especially benefiting dropout recovery students. YCCA's will actively identify and recruit dropout recover students. Specific recruitment efforts will include, but are not limited to, the following subgroups:

- Foster Youth
- Special Education Youth
- Justice Engaged Youth
- Pregnant and Parenting Youth
- Homeless Youth
- Unemployed Youth
- All other youth ages 16 and older who are considered economically disadvantaged and who qualify for federal Workforce Innovation and Opportunity Act (WIOA) job training with workforce partners

All YCCA students are required to sign an attendance agreement upon enrollment.

Who should apply to YCCA?

A potential YCCA student will be someone who:

- Wants to return to school and complete their high school diploma;
- Wants to identify and explore possible college and career paths;
- Is willing to create short-and long-term goals towards completing education, as well as transition plans that may include attending community college and taking part in job training and internships.

All students interested in attending YCCA must apply at the central office located at 1280 Santa Anita Court, Suite 190, Woodland, CA 95766. Students will meet with YCCA to determine enrollment and will attend a mandatory orientation. YCCA is open to all students wishing to attend and will serve students on a first come first serve basis. Should YCCA meet enrollment capacity students will be placed on a waitlist and be contacted when space becomes available.

Statement of Community Need

The YCCA will provide access to quality educational and career pathways for Yolo County students who are not currently enrolled in school, have not yet experienced success in high school, and have not yet earned a diploma. The YCCA will re-engage disconnected and disadvantaged students through an innovative curriculum that integrates career technology education, work based-learning and industry-aligned skills with coursework leading to a high school diploma.

In the process of developing this charter petition, Petitioners met with community stakeholders including parents, students, Workforce Innovation Board staff, law enforcement professionals, employers from multiple industry sectors, and community-based organizations within Yolo County. YCCA will serve a pupil

population that will especially benefit from the proven, innovative strategies that help them realize their full potential through a renewed opportunity to earn a diploma and develop skills necessary for career and life success. In reviewing Yolo County’s community needs assessment, it has been found that the identified pupil population consists of the students that the County Office would typically serve. YCCA will work in partnership with the local Yolo County WIOA programs and Yolo County school districts’ adult education providers. YCCA will be a partner in the regional CalWORKS consortium with the Yolo County Health and Human Services Agency, Davis Adult School, Woodland Adult School, and Washington Adult School. These collaborative meetings will assist in identifying and referring students to programs that meet their individual, unmet needs.

Nationally, there are 1.8 million young adults (ages 16–21) who have not yet completed their high school education and are not enrolled in school. One in five high school students does not graduate with their peers. These statistics are some of many that show a national dropout crisis, and addressing this crisis is an area of focus for America’s public school system that is gaining momentum. Federal-level initiatives are pushing states and counties to implement a myriad of strategies to prevent students from falling through the cracks and dropping out. Most of these strategies focus on keeping students in school and on track to boost graduation rates. In Yolo County, the California Department of Education (CDE) estimates that over 150 students drop out of high school every year.

The number of “disconnected” young adults nationwide (16-19 year olds who are not in school and not working) was estimated at 1.2 million teens in 2015.² During this same year, individuals without a high school diploma had a median income of \$21,300, which was 17% lower than the income of high school graduates (\$29,000) and a striking 27% less than individuals who had completed a bachelor’s degree (\$50,900).³ We anticipate the YCCA charter school’s target population to be students who are from low-income families, ethnically diverse, and first in their family to graduate. Table 3 below shows dropout data by year specific to Yolo County between 2012 and 2016, the most recent year for which data is available.⁴

Table 3: Yolo County Dropout Rates (2012 - 2016)

Class of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2015-16	2,248	2,009	89.4%	171	7.6%
2014-15	2,271	2,016	88.8%	176	7.7%
2013-14	2,250	1,976	87.8%	197	8.8%
2012-13	2,433	2,128	87.5%	213	8.8%

Source: California Department of Education DataQuest, Cohort Outcome Multi-Year Summary

Additionally, the Yolo County Probation Department provided information stating that eighty-eight youth (34% of their current probation caseload of 18-21 year olds) currently on active probationary status in Yolo County have dropped out of school. The YCCA is designed to re-engage youth who have dropped out

² The Annie E. Casey Foundation. (2017). 2017 Kids Count Data Book: State Trends in Child Well-Being. Retrieved from <http://www.aecf.org/m/resourcedoc/aecf-2017kidscountdatabook.pdf#page=31>

³ U.S. Census Bureau. (2015). The American Community Survey 1-year estimates. Retrieved from https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_1YR_S2001&prodType=table

⁴ CA Department of Education, DataQuest Cohort Outcome Multi-Year Summary. Retrieved from <http://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx?aggllevel=O&cdscode=57000000000000>

of school through a high-quality educational program that provides opportunities to acquire college and career readiness skills while earning a high school diploma. This collaborative effort to provide outreach and services is in partnership with Yolo County Probation, The Yolo County District Attorney's Office, The Yolo County Public Defender's Office, The Yolo County Courts, and the Yolo County Health and Human Services Agency. YCCA staff will do outreach in collaboration with these partners throughout Yolo County to identify and enroll students. This outreach strategy will include YCCA staff and administration attending partner meetings to discuss both identification of potential students and opportunities for partners' current case management clients to enroll at YCCA.

The economic strength and sustainability of Yolo County depends on the competence of its workforce, which is highly connected to the education of the adult population. The U.S. Census Bureau estimated that 14.5% of Yolo County residents age 25 and older had not obtained a high school diploma (or equivalent) in the years 2011 through 2015.⁵ In Yolo County and statewide, Latino students are more likely to drop out of high school than white students. There is an inverse relationship between the level of education and many risk behaviors. Similarly, there is a positive association between increasing level of education and an increase in health protective factors such as income level, economic security, and the accumulation of wealth. Additionally, educational success has been correlated with supportive and enriched childhood development.

The impact on the County of an undereducated population is significant. It creates a challenge in attracting major employers that require a well-educated job force or specific job skills. Lack of education and employment contributes to societal problems, including domestic violence, substance abuse and crime. These issues represent an intergenerational cycle. In many instances, children follow their parents into the same life-long circumstances. Children of parents who have not achieved a high school level education are less likely to be successful in school and to graduate from high school than other students. Research has shown that adults without a high school diploma or an equivalent earn up to 41% less than those who complete high school or earn a GED. The gap widens when comparing the incomes of drop-outs to that of adults with college degrees. Educational attainment combined with the discipline-specific job skills and 21st Century workplace skills taught at YCCA can help lead our county's youth to a brighter future earning a family-sustaining wage and breaking the cycle of poverty.

Educational Program of the Yolo County Career Academy

The YCCA will serve a student population of predominantly former school dropouts. The need for all students to meet high school graduation standards has not lessened over the years, but rather continues to rise. A high school diploma or the high school equivalency have the power to change lives, especially in the hands of a family's first graduate. It creates a wave of personal, social, and economic benefits – from boosting earnings and purchasing power to increasing responsibility for the broader community. It helps stabilize the family and create aspirations among family members who follow.

A student engagement crisis exists in our county, state, and country and its impact is expanding for multiple reasons. Students who give up or are pushed out, have a diminished chance for a successful career and upward mobility. Not only does their decision to drop out hurt them, but it also puts a financial and social burden on their communities. Consider the following information:

- The percentage of fastest growing high-wage jobs that require post-secondary education is 81%.

⁵ U.S. Census Bureau. (2015). The American Community Survey 1-year estimates. Retrieved from <https://www.census.gov/quickfacts/fact/table/yolocountycalifornia,US/PST045216>

- The rate of unemployment for students who quit/drop out of school is three times higher than those with a diploma or high school equivalency.

Philosophy and Approach to Instruction

YCCA Mission Statement

The Yolo County Career Academy’s mission is to “Provide a high-quality educational program that empowers students to earn a high school diploma with opportunities to acquire college and career readiness skills that lead to engaged citizens, highly skilled workers and leaders in our community.” The Yolo County Career Academy (YCCA) charter school will partner with the Workforce Investment Board, school districts, business, industry and other allies to achieve this mission by engaging students through work-based, relationship-focused, innovative and rigorous learning experiences resulting in graduates who will be “Ready for College and a Career”. The YCCA will serve students ages 16 through 24 years of age; who have not yet obtained a high school diploma through programs provided at locations within Yolo County.

Program Overview

The following initial locations are planned for implementation in 2018-19:

Location:	Cesar Chavez Community School (Woodland) Facility and Santa Anita Administration Building, Suite 190
Staff	(4) Part Time CTE Instructors, (1) Academic Instructor, (1) part time Academic Instructor, (1) Part Time Administrative Assistant, (1) Part Time Administrator, (1) Part Time Transition Specialist.
Targeted School Population	The Yolo County Career Academy will target 50 students between the ages of 16 and 24.
Student Enrollment & Attendance	25 students will be enrolled in each high school cohort in 2018-2019 for a total of 50. We anticipate actual attendance of 66% of enrollment.
Program Days & Hours of Operation	<i>Monday – Friday</i> 8:00 am – 12:00 pm Academic program for high school aged youth Career Training for older youth 12:30 pm - 2:30 pm Career Training for high school youth in cohort 1 12:30 pm - 4:30 pm Career Training for high school youth in cohort 2 Academic program for older youth
School Calendar	The calendar will be based on 182 days each school year (180 days of instruction and 2 days of professional development). Extended School Year opportunities will be available. <i>See Appendix 6 for school calendar</i>
Delivery of Instruction	A competency based blended model with direct instruction in core academic subjects (California State Standards/Common Core), Career Technical Education (CTE) and A-G approved online learning resources. All students will have personal learning plans that will drive their academic and career goals. Students will work on collaborative projects, learn from experts in the local industry, travel to local businesses to experience first-hand what they are

	learning in the classroom and finally, begin to prepare for all post-secondary opportunities. Both CTE and Core Academic teaching partners will work collaboratively to lesson plan, create projects, organize activities with the business community, create assessments and develop work-based learning opportunities for their students. This contextual learning approach includes community-based classroom practices and will enable students to learn by doing, providing the opportunity to develop relationships with potential employers in the community. Career pathway focused advisories will be coordinated by the career ready specialist and YCCA teachers and delivered to students on a weekly basis. All YCCA students completing their educational program will have earned a Career Ready Certificate after successful completion and presentation of their project based portfolio to business and community partners.
CTE Industry Sectors	Agriculture and Natural Resources; Building, Trades and Construction; Health Science and Medical Technology; Hospitality and Tourism; Manufacturing and Product Development; and Transportation. <i>*Career pathways will be developed in a staggered method</i>
Materials & Curriculum	The program will deliver the same academic instructional material utilized by the YCOE Alternative Education Department that is fully aligned with the California State Standards/Common Core. Adults will receive instructional materials utilized by the YCOE Adult Education program focused on high school equivalency.

Graduation Requirements and Courses Offered

Students will have access and support to complete the following courses to meet the YCCA graduation requirements:

Area/Courses Offered	Credits Required
English Language Arts	40
Social Studies	30
Mathematics	20
Science	20
Physical Education	20
Fine Arts/CTE/Foreign Language	10
Career Technical Education	10
TOTAL	150

Instructional Design

Description of How Learning Best Occurs: The Benefits of CTE and Academic Integration.

Meeting the increasing needs of the industry and supporting high academic standards requires procedural and academic rigor in the career and technical curriculum. YCCA will provide instruction in a contextualized and project-based learning environment where students will learn by doing. The career pathways identified include rigorous areas of technical reading, math, and science. Students will receive instruction through a CTE lens allowing students to understand how the content they are learning will transfer into future careers and the “real world.”

In order for YCCA to provide the opportune learning environment, staff will utilize the following guiding principles:

1. Develop and sustain a community of practice among the teachers.
2. Begin with the CTE curriculum and not the academic curriculum.
3. Understand that academics are essential workplace knowledge and skills.
4. Maximize the academics in the CTE curriculum.

Partnership with Yolo Workforce Innovation Board (WIB)

A partnership with the Yolo WIB and the Yolo County Health and Human Services Agency (HHSA) is an integral part of the Yolo County Career Academy. The WIB Executive Director is a member of the charter school development team and as well as the Executive Board. YCOE CTE Administrators are also members of the WIB and WIB Industry Sector Workgroup. The WIB will be actively involved keeping YCCA staff up-to-date on current labor market information to help ensure the educational programming remains relevant and leads to employment. The WIB is also committed to providing support to partner programs providing direct services to YCCA students. These include YCOE's Alternative Education Program and Foster and Homeless Youth Services Program, both of which active partners of the YCCA.

The partnership with WIB and HHSA is integral to helping YCCA students access related employment and paid training opportunities, including Workforce Innovation and Opportunity Act (WIOA) programs. These paid opportunities will be significant in motivating YCCA students over 18 to re-engage with education. The Youth Employment and Training program can help YCCA students of any age, but especially those over 18, secure employment through intensive case management, training services, educational programs, and supportive services. Case managers will work in partnership with the YCCA Transition Specialist to provide successful transitions to postsecondary training and careers, especially those under the WIB umbrella.

We anticipate that most to all YCCA students will qualify and participate in WIOA programs. They will have access to the following services:

- Career coaching
- Job Developer consultations
- Career assessments
- Career Technical Training
- Job search guidance and training
- Remediation software
- Supportive services
- Incentives
- Job leads
- Job fairs
- Computer labs

Personalized Learning

Students will complete the YCCA program at an individually determined pace. All courses are competency based allowing for students to show mastery of core subjects. Students will track progress on their "Personalized Learning Plan" (PLP) with individual course record and goals documentation. Resources are available to allow for either an accelerated or remedial pace based on student needs. Differentiation will be provided in several ways using various resources to best meet individual needs.

Advanced courses will be offered in all core content areas, as will be foundational or remedial courses. However, the strength of the individualized program lies in the teachers' flexibility to differentiate assignments for students according to their skill levels and needs. For example, one student may complete a basic inquiry for U.S. History while another completes an advanced, multi-level inquiry project with analysis of primary documents, documentaries, and historical speeches.

Academic assignments will be aligned to the various California state standards, including Common Core and Next Generation Science Standards. Students and teachers will be able to track the mastery of any particular standard in any content area assignment. Competency will be demonstrated through benchmark and summative assessments for each course. Additionally, as students work through the standards-based curriculum, they will accumulate material for a senior project. Senior projects will showcase student mastery of both academic standards and employment-ready skills. As students prepare their senior projects, they will also be working towards mastery of the Common Core's "College and Career Anchor Standards." These standards are well aligned with the senior projects, which will also allow the students to practice using creative technology and gain listening and public speaking skills. Students will leave YCCA with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a WASC accredited high school diploma. The value and reward of this program will be its ability to dramatically improve the career opportunities and quality of life prospects for the target student population.

Description of How Learning Best Occurs

YCCA will provide a two-pronged approach to student re-engagement. One aspect of this reengagement will be our credentialed teaching staff, transition specialist, paraprofessionals, and other support staff guiding and supporting students until they complete all graduation requirements. Simultaneously, staff will work with each student to identify possible career pathways, connect them with work-based learning opportunities both on campus and within the community, and help them overcome barriers to achieve their post-secondary education or career goals. The support staff will initiate a multistep case management process which is known as the Personalized Learning Plan (PLP).

The PLP process will engage the students in identifying their existing high school credit profile, which will be analyzed by the transition specialist and teacher, and will result in proposed academic goals setting a detailed path to graduation. Once the student meets their initial goal of securing a high school diploma, the staff will support them in enrolling in postsecondary education or in the establishment of a workforce connection. YCCA's blended model will be designed to address three significant needs common among its unique student population:

- Personalized learning – timely assessment (formative and summative) that informs a student's learning agreement;
- Engaging curriculum – content and instruction that is engaging, current, rigorous, and relevant; and
- Accessibility – learning that will be available to any student, anytime, anywhere, including students with special needs or constraining circumstances through Chromebooks and other technology resources.

The educational experience for each student will be different and YCCA will work with each student to develop education and workforce short and long-term goals. By offering a blended learning model, YCCA will be able to help students personalize their learning by offering choices and flexibility, such as the

number of courses taken concurrently, the order of courses taken, access to specific remediation topics, individual tutoring, small group work, etc. The need for blended learning developed from a desire to enhance good teaching by engaging every student enrolled in YCCA in meaningful, rigorous, and personalized learning opportunities. In addition, YCCA design team acknowledges the need to prepare students for successful employment with 21st century workforce skills.

YCCA will provide students with opportunities to access curriculum, receive immediate feedback on performance, gain access to interventions, and research and locate resources with technology. Early technology will include Chromebooks, internet connectivity, interactive software programs, assessment software, and assistive technology for students with special needs.

A course will be complete when a student achieves a minimum of 80 percent mastery, based on embedded benchmark assessments and summative evaluations as they move through the curriculum. Students get real-time feedback on skill mastery through the short-term cycle assessments built into the learning management system. In addition, fully online courses are available for test preparation.

YCCA classrooms will be equipped with state-of-the-art hardware to meet students' instructional needs. YCCA classes will accommodate individual learning needs through an environment that supports individual learning styles and pacing. YCCA teachers have subject-specific expertise through education and credentialing, however they are expected to be educational generalists as well since they must integrate essential elements of core academics. The student-as-worker/teacher-as-coach will be a central concept of the program. Students will move in and out of small group learning activities facilitated by the instructor. This will empower students to take ownership of their learning and learn to direct their learning pace independently from others.

YCCA will provide targeted career technical education and college readiness focused professional development for staff. CTE teachers have an obligation to stay current in the craft they are teaching and will be supported by YCCA in a variety of ways including attendance at CTE specific workshops and conferences, involvement in teacher externships, and work based learning development opportunities. Teachers and staff learning will be supported through regular content-specific Round Tables (professional development, collaborative trainings) for teachers, onsite trainings, virtual meetings, capacity-building courses, webinars, and technology training in learning conferences.

Subject Areas to be Taught

YCCA will offer a unique educational that emphasizes core academics, workplace and college readiness skills. YCCA will offer all required courses necessary for students to obtain a high school diploma or equivalent and meet college entrance requirements. This includes the following: English 1; English 2, English 3, English 4, Intro to Algebra, Algebra 1A, Algebra 1B, Geometry, Algebra 2, and Math for College Readiness (higher level math courses are available as needed); science will include Health, Biology, Physical Science, Earth and Space Science, Anatomy and Physiology, Physics, and Chemistry—all of which will include labs; and social studies will require World History I and II, U.S. History I and II, American Government, and Economics.

Pathways through Post-Secondary

In the long term, the vision of YCCA goes well beyond high school credit recovery and high school completion. The program will embody what Jobs for the Future, a national nonprofit that works to ensure educational and economic opportunity for all, calls “Pathways through Post-Secondary”.

Our long-term vision is for YCCA to help young people become college and career ready by simultaneously building transparent and supported pathways into and through postsecondary education.

Based on its work with such programs and with the national organizations and networks that support many of them, Jobs for the Future has developed a Back on Track model to drive growth and scale in this emerging field of practice. The Back on Track model articulates three program phases and accompanying features that help young people achieve their postsecondary and career ambitions. In the three-phase model, each phase has distinct elements but will naturally overlap in terms of timing, resources, and staffing. This model is intended to set a higher standard for the YCCA program that will bridge into postsecondary education and careers, but it is also aspirational in nature. It assumes that most schools and programs do not have all phases or features fully in place. YCCA leaders and staff can thus use the model as a framework to assess the strengths of their designs and partnerships and to plan focused improvements, building toward fully operational pathways that substantially improve college completion rates.

- Staff will continually assess progress through the strategic use of data, using postsecondary access and completion as the key measures of program success.
- Staff will create a climate focused on acculturation to academic and professional norms, mindsets, and practices as well as personal responsibility for one’s own learning, career, and life goals.
- The physical setup and artifacts in the building, and opportunities to experience college classes and college life, enable students to perceive themselves as college students.
- Staff will support students to explore a range of career options and to understand their connections to postsecondary programs of study.

College- and Career-Ready Curriculum and Instruction

Curriculum will emphasize deep learning, focusing on a solid understanding of key concepts within the core disciplines as well as in technical fields within high-demand career sectors, and on key 21st century skills such as critical thinking and problem solving, self-directed learning, collaboration, and effective communication.

- Curriculum will be aligned/sequenced toward increasingly challenging subject matter, building skills needed for entry into credit-bearing college coursework and/or career pathway programs of study.
- Staff will embed in the curriculum ongoing opportunities to practice college-ready and professional skills and behaviors such as effective time management, team work, and problem solving.
- Students have opportunities to engage in work-based learning, such as internships or job shadows.

- Intentional use of time, technology, and assessment to customize instruction & accelerate learning
- Program organizes time flexibly to enable older youth to fulfill family/work responsibilities while working toward graduation and postsecondary goals.
- Program will be of sufficient length and intensity to enable youth to both gain a secondary credential and/or get adequately prepared for postsecondary education and careers.
- Staff use regular and various assessment methods (face-to-face and web-based), including college placement exams, to diagnose students' specific learning needs and customize instruction to accelerate learning.
- Staff will utilize student data to understand patterns of learning for individual students and customize the course/curriculum to ensure opportunities for acceleration and additional academic support.
- Technological tools enhance instructional strategies, provide skill-building support and facilitate "anytime, anywhere, any pace" learning.
- Students are coached and supported to use time in supplemental learning, online learning, work, and service activities to accomplish learning goals and develop independent work and study habits.

Personalized Guidance and Support

- Students develop an understanding of how they learn best, reflecting regularly on what they still must accomplish or master to achieve college and career readiness.
- Program provides leadership, service and work opportunities to build students' agency, self-advocacy and key academic and career behaviors, such as persistence and time management.
- The program works to strengthen students' care network, such as child-care and mental health resources, so they have adequate support to address barriers that impede learning.
- Staff will develop students' abilities to have greater responsibility and voice in their own learning and life choices.

PHASE TWO: POSTSECONDARY BRIDGING

YCCA will work in collaboration with Sacramento City College, Solano Community College, and Woodland Community College to provide postsecondary support and bridging for all students.

Supported Dual Enrollment

- Students will enroll in credit-bearing courses to gain exposure to the community college experiences and expectations. First courses can be those that reinforce essential skills within a

career context, prerequisite math and English courses, or first coursework towards a technical certificate.

- Where appropriate, the program takes advantage of accelerated or streamlined developmental education courses to build student skills and reduce time to completion.
- The teachers and staff will provide formal, intense academic supports and scaffolding to ensure students are successful in their early postsecondary courses.
- YCCA staff will work with local community colleges to identify CTE certificate programs available and assist with dual enrollment while attending YCCA and transitions after graduation from YCCA.

A Focus on College Knowledge and Success Strategies

- The program will coach students to develop college and career-ready skills and behaviors, including study and other self-directed learning skills, digital literacy skills, time and stress management, persistence, and awareness of performance.
- Students will gain postsecondary and career navigation skills, learning about general and technical programs of study, admissions requirements, financial aid, college culture, campus resources, and building relations with professors.
- The program will develop the mindsets and key cognitive strategies and content knowledge required for college success, such as formulating hypotheses, problem-solving, analyzing and evaluating findings, and understanding key foundational content in core subject areas.

Personalized Guidance and Connection to Best Practices

- Staff will use data such as attendance and course performance to monitor student progress toward the goal of entry into credit-bearing coursework and/or technical programs of study.
- Whenever possible, the program will utilize a cohort-based approach to leverage peer connections, expand students' social networks, and build additional postsecondary support, using both face-to-face and online strategies.
- The program will integrate career exploration and planning that will take into account students' career aspirations as well as local labor market demand to help drive toward postsecondary programs resulting in credentials and certifications with labor market value.

PHASE THREE: TRANSITION SUPPORT

YCCA will work in collaboration with the regional adult education consortium and Yolo County navigator to support students as they transition to postsecondary and workforce opportunities.

Support for Students to Earn Credits Predictive of Completion

- YCCA staff will use data to monitor student progress, with particular attention to performance in the first few months of classes.

- Students will be connected to campus resources, networks, and support providers, especially those targeted for first-generation college-goers, expanding their social capital and their awareness of formal and informal supports and resources.
- Students will receive intensive supports to help them succeed in credit-bearing general or technical program coursework.
- Students will be offered performance-based incentive to motivate them to accomplish personal and academic benchmarks.
- Staff will create individualized plans with students including self-assessments and additional customized supports.
- Staff will anticipate and work with students to address obstacles, such as loss of childcare, housing, or financial aid, and provide additional referrals and follow-up as needed.

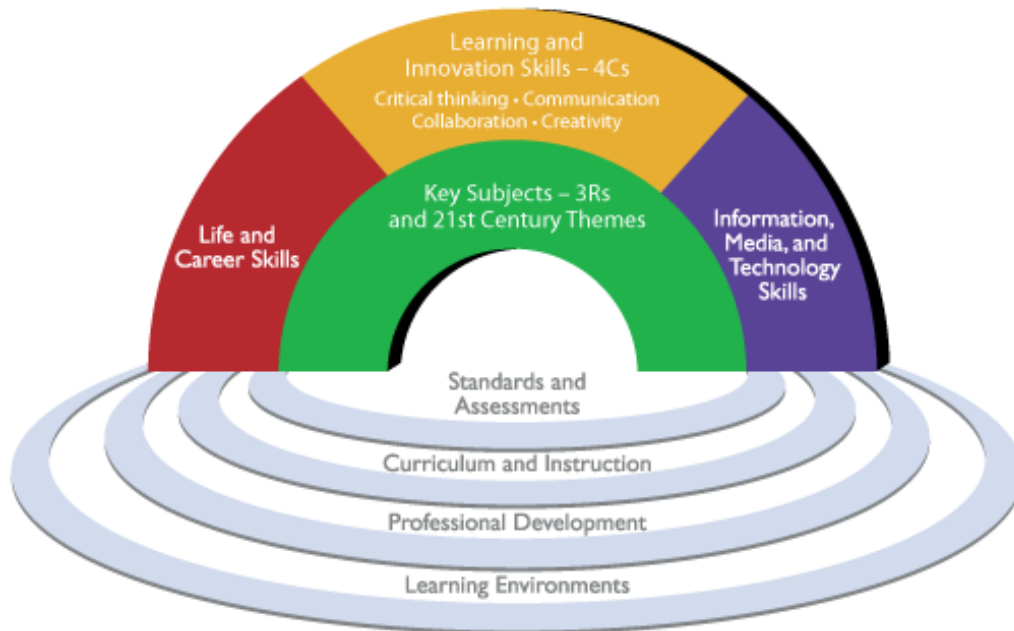
Building Attachment to Postsecondary Education

- The program will enable students to develop increasing independence and self-agency as learners, drawing on academic mindsets and behaviors they began to develop in the Bridge Phase (e.g., self-regulation and study skills, time and stress management, persistence, and ability to self-assess performance).
- Staff will leverage technological tools, particularly social media, to provide follow-up and coaching support to students who have transitioned to postsecondary/career training.
- Student mentors will provide key information on college courses and professors to help first-year students make more informed choices.
- Students will engage in small cohort-based learning and leadership communities whenever possible.

YCCA will align with the P21's Framework for 21st century Learning to provide a foundation for future thinking and future learning. The P21's Framework was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning. The P21 Framework represents both 21st century student outcomes (as represented by the arches of the rainbow) and support systems (as represented by the pools at the bottom).

P21 Framework for 21st Century Learning

21st Century Student Outcomes and Support Systems



© 2007 Partnership for 21st Century Learning (P21)

www.P21.org/Framework

The YCCA's competency-based instructional model will be based on the learning organization work of Peter Senge (The Fifth Discipline), Michael Fullen's work on Professional Learning Communities (Change Forces, Turnaround Leadership, Coherence), Ron Edmonds' research on the school effectiveness movement, Robert Marzano's What Works in Schools, Larry Lezotte's Stepping Up!, Reuven Fuerstein's Mediated Learning, and Stephen Covey's 7 Habits of Highly Effective People. Drawing on the foundational work of Abraham Maslow (Maslow's Hierarchy of Needs), Bloom's Taxonomy of Educational Effectiveness, and Covey's 7 Habits.

Using this theoretical framework, YCCA will provide high expectations within a highly structured and orderly atmosphere, placing a strong emphasis on skill acquisition, and providing for the frequent monitoring of student progress to promote student success. YCCA's use of this customized curriculum will provide for:

- Integration of California's State Standards (CCSS and NGSS) and Career Technical Education (CTE) Model Curriculum Standards;
- Industry aligned projects and assignments revolving around career and college readiness;
- Applied academic skills in math, science, English and history requiring real world application through projects (example: Using current events to support a scientific or multi-media tutorial to learn the core academics and technology applications);

- Basic skills embedded in learning high-end technology (example: math students utilize SolidWorks [software for manufacturing course] to not only learn design, but to reinforce, better illustrate, and to self-discover mathematical concepts); and
- Interwoven connections with Career and Technical Education (CTE), trades, and employability skills (multi-media tutorials to learn the core academics, technology, reading, writing, note taking, and speaking and listening skills and standards).

Western Association of Schools and Colleges Accreditation

The charter school administration and staff will apply for initial WASC accreditation status during the first year of operation in the fall of 2018-2019.

Transferability of courses

The YCCA will establish a transfer of courses agreement with the five school districts within Yolo County that aligns with the current agreements in place between the districts and the Yolo County Office of Education. YCCA will secure WASC accreditation during its first operational year to ensure that transcripts are acceptable to colleges. Parents and students will receive information regarding the transferability of courses and the eligibility of courses to meet college entrance requirements through parent and student orientations and written communication in parent and student's native language

Competency-based education, with a focus on individual student growth, coupled with academic rigor in a high tech and high touch environment, facilitates a unique experience that creatively meets many of the needs of a 21st century economy and culture. Students will access their core content through teacher instruction and online materials that are aligned with the Common Core State Standards and meet the University of California (UC) and the California State University (CSU) A-G admissions criteria and reinforced through project-based learning in high demand industry pathway. Student success will be ensured with low student to teacher ratios, engaging and interactive curriculum, student internships, and an individual learning plan we refer to as "Personalized Learning Plan" or (PLP).

YCCA will offer disadvantaged students the real opportunity to earn a high school diploma, transcend their previous situation, and step toward evolving into a "knowledge value" individual as described by David Thornburg.

YCCA will leverage the knowledge and expertise of its partners to provide students with access to high quality employment opportunities through an innovative curriculum and instructional model that prepares students to enter the 21st century workforce. YCCA graduates are prepared for the 21st century workforce as defined by the Yolo County Workforce Innovation Board and Yolo County Economic Development Departmental regional labor and workforce indicators.

Academic Calendar and Schedules

YCCA will operate on a 182-day schedule with the opportunity to provide extended school year opportunities during the summer.

Schedule

The school schedule will allow for a combination of hands-on learning in CTE coursework, direct instruction in academic coursework, work-based learning, and online learning for credit accrual. Each student will have a Personalized Learning Plan (PLP) that will chart their path to high school graduation, skill development, and other academic and personal goals. Students will attend classes 5 days per week

on an average of 6 hours per day. Options for an independent study schedule will be available on a case by case basis dependent on student needs. A student’s schedule will be individualized to the student’s learning objectives and goals. Students ages 16-18 will attend academic courses during the morning and CTE training in the afternoon. Adult (19 – 24 years old) students will attend CTE training in the morning and core academic courses in the afternoon.

Monday		Tuesday		Wednesday		Thursday		Friday	
Math	50 min.	Math	50 min.	Math	50 min.	Math	50 min.	Math	50 min.
English	50 min.	English	50 min.	English	50 min.	English	50 min.	English	50 min.
Science	50 min.	Science	50 min.	Science	50 min.	Science	50 min.	Science	50 min.
H/SS	50 min.	H/SS	50 min.	H/SS	50 min.	H/SS	50 min.	H/SS	50 min.
Lunch	20 min.	Lunch	20 min.	Lunch	20 min.	Lunch	20 min.	Lunch	20 min.
CTE	90 min.	CTE	90 min.	CTE	90 min.	CTE	90 min.	CTE	90 min.
(Skill Development)		(Skill Development)		(Skill Development)		(Skill Development)		(Skill Development)	

Staffing and Professional Development

To provide an exceptional YCCA educational program and to support the academic goals of the students enrolled, the YCCA program will hire experienced, highly-qualified certificated staff with the following qualifications:

- Possess a valid California Multiple/Single Subject Teaching Credential or Designated Subjects Credential; and
- Possess, or be working towards, a valid California Education Specialist Credential with a Mild/Moderate authorization or equivalent California Special Education Credential (intern eligibility will be considered).

Professional Development

YCCA educators will participate in meaningful staff development that centers on both content areas and appropriate strategies for teaching in adult environments. Topics for professional development may include: managing an adult classroom, working with English Learners, differentiating instruction, the Common Core State Standards, technology in the classroom, and content-specific topics

New Staff Orientation, Training, and Support

New staff members will be encouraged to job shadow in their particular area and visit other sites to observe and learn from more veteran teachers and staff.

Professional Development Plan

YCCA teachers will be provided professional development opportunities geared toward individual experiences as well as site experiences which will provide growth to the staff member(s). A catalogue of professional opportunities for learning will be available for YCCA staff from which a site or individual can choose for their growth.

YCCA programs serve a significant population of the most at risk students from the juvenile justice system and the Foster Care system. YCCA will counter these various risk factors with: a rigorous curriculum that will be adaptable to each student’s individual needs, small school programs in multiple, highly accessible

locations throughout Yolo County, and highly qualified caring educators who are invigorated by frequent professional development, which includes training on trauma informed care.

The YCCA leadership team believes that knowledge of the impact of chronic and severe traumatic stress on children is a key component to a comprehensive professional development plan that prepares educators to engage and empower our student population.

School Culture

YCCA is focused in developing a providing a culture of academic and career planning focused on meaningful workforce attainment at a family-sustaining wage. The setup of the school will focus strongly on 21st century skills in targeted areas of concern identified by local workforce partners. YCCA will work closely with educational, workforce and community partners to develop a school culture focused on student transitions and systems of support. Beginning on day one, students will begin to understand that their experience at YCCA is not only about today or where they are at that point in time but that their YCCA experience is about tomorrow and where they will be in the future.

Student Recruitment and Enrollment

YCCA will be committed to serving a diverse student population. The charter school target ethnic balance will be determined by the data below which delineates the cohort demographics for the dropout population in Yolo County.

Table 4: Yolo County Dropout Rates by Ethnicity (2015-16)

Ethnicity	Cohort Dropouts Rate
Hispanic or Latino (any race)	10.2%
American Indian/Alaska Native, Not Hispanic	15.8%
Asian, Not Hispanic	1%
Pacific Islander, Not Hispanic	12.5%
Filipino, Not Hispanic	3.4%
African American, Not Hispanic	14.6%
White, Not Hispanic	5.5%
Two or More Races, Not Hispanic	8%
None Reported	20%

Source: California Department of Education DataQuest, Dropouts by Ethnic Designation by Grade

YCCA recognizes, that due to its unique partnerships, the geographic reach of its school sites, and its primary goal of serving students who have left or been unsuccessful in other public schools, staff will work collaboratively to develop and deliver unique recruitment strategies. YCCA will implement a student recruitment strategy that includes, but will not be necessarily limited to:

- An enrollment process that will be scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The ongoing development of promotional and informational materials that appeal to various racial and ethnic groups. Advertising will be formatted in Spanish and English.
- The distribution of promotional and informational materials to a broad variety of community groups represented in the district.

- Encouraging WIOA training centers and other community partner organizations to increase community outreach efforts.
- Promotion of an online presence on the school website and social media platforms (Facebook, Twitter, etc.)
- YCCA will strive to reflect a balanced representation of the student population in the communities in which it operates.

Student Engagement and Satisfaction

Students enrolling at YCCA will attend an orientation where they will meet their teachers, transition specialist, and administrator. Students will work with the transition specialist to develop a plan for academic and career attainment and check in regularly on this plan. Student attendance records will be reviewed weekly at staff meetings. YCCA will operate as a work environment with a focus on employment skills, which include positive attendance and being on time. The school secretary and transition specialist will work together to collect all attendance data and communicate it to the teaching staff and administrator. If a student is not meeting the attendance goals, YCCA will provide outreach to parents and students and provide in-home support to increase attendance. These services will also include dropout prevention and targeted services for students at-risk of dropping out.

Student engagement will hinge upon student investment in achieving their academic and career goals and the ability for staff to deliver course content in ways which help students grasp the connections between the curriculum and careers. YCCA will employ CTE teachers who remain connected to the industry. YCCA will provide various work-based learning opportunities including industry tours, job shadowing, and internships to inspire and maintain student engagement.

Ongoing Family and Community Involvement and Satisfaction

The YCCA Governing Board will include a business partner, the executive director of the Workforce Innovation Board, a parent and a student. This board makeup will help maintain an ongoing collaboration between YCCA and the community the school serves. YCCA will engage families in the school's culture by providing opportunities for families to plan and participate in school functions. YCCA staff will also develop and provide community classroom opportunities where families can attend workshops on various CTE topics, and other topics of interest to families that are also beneficial to student academic and employment skill growth.

YCCA will also work closely with postsecondary partners, chambers of commerce, employment staffing agencies, community-based organizations, and industry leaders and employers from identified career pathways. YCCA executive board members are a part of the Yolo County Industry Sector workgroup and will provide updates to members on YCCA development, YCCA student recruitment, YCCA industry sector needs, and areas of potential collaboration. This team includes representatives from postsecondary, workforce, and community-based organizations.

Services to Special Populations

English Learner Services

Some of our students will be English Learners (ELs) and will face the need to develop language skills in addition to core academic subject knowledge and employment skills. Some students will have below-grade level academic skills and will require remediation and support to access grade level high school curriculum. Some students will arrive with exceptional skills and the ability to truly accelerate their learning. The blended learning model will be an integral part of YCCA's program delivery contributing directly to student achievement for all students. It will also help narrow the achievement gap. Access to technology facilitates engagement, communication, interaction, and understanding. The blended learning model will provide the flexibility to individualize and personalize learning leading to individual gains in academic skills such as math and reading.

For students needing supplemental English Language Development (ELD), the following supports will be included in the instructional model:

- YCCA will follow the state mandated protocol and procedures for identifying students using CALPADS, the home language survey, and the California English Language Development Test (CELDT) or the English Language Proficiency Assessment for California (ELPAC).
- YCCA will develop a customized ELD program for each student as part of their Individualized Learning Plan which will be detailed in their Personalized Learning Plan (PLP). Their plan may include ELD-modified curriculum and supplementary instructional materials for differentiating instruction.
- The YCCA ELD program will include a full immersion program that includes English Language acquisition and computer assisted programs designed to support English development.

YCCA will notify parents/caregivers, if applicable, of the school's responsibility for CELDT or ELPAC testing under the ESSA for annual English proficiency testing. CELDT or ELPAC results will be given to parents/caregivers, if applicable, within 30 days of receiving results.

Parental/caregiver opinion and consultation, if applicable, will be achieved through notice to parents/caregivers of the language reclassification and placement process and encouragement of the participation of parents/caregivers in the school's reclassification procedure.

Outcomes

The goals of the YCCA EL Program are:

- Students develop proficiency in English and in the county adopted core curriculum.
- Students achieve the ability to overcome language barriers and recoup any academic deficits.
- Students achieve the ability to demonstrate English Language proficiency comparable to the average YCCA student of the same age or grade level whose primary language is English.

- To provide equitable access to curriculum and instructional materials provided for all students. Using the curriculum, these students will make progress that will be equivalent to their peers, experience success, and sustain adequate psychosocial adjustment.
- To have students function successfully in the English language, the needs of English Learners will be met through:
 - Progress monitoring and assessment of growth in attaining English proficiency and reclassification.
 - Access to highly-qualified academic teachers authorized to teach ELs, including integrated and designated ELD.
 - Implementation of the California ELD Standards.
 - Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and development of literacy skills along with oral proficiency and literacy in English.
 - Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
 - Staff collaboration regarding best practices in working with EL students.
 - Primary language support provided by teachers, as feasible.
 - Use of nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring.
 - Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
 - Use of higher order thinking questions, modeling thinking language by think-alouds, explicit teaching, test and study skills, and high expectations.
 - Use of the native language to increase comprehensibility.
 - Language Experience (Dictated Stories).
 - Scaffolding and activating prior knowledge.
 - Use of realia and manipulatives.
 - Project-Based Instruction

In addition, if YCCA enrolls more than 20 EL students, an English Learner Advisory Committee (ELAC) will be formed. It will be comprised of parents, staff and community members specifically designated to advise school officials on EL program services.

Serving Students with 504 Plans

YCCA staff will work closely with all students to develop personalized learning plans to assist students in developing academic and career goals. Staff will work with students to ensure that accommodations within 504 plans are implemented to help meet student needs.

Meeting the Needs of Gifted Students/Proficient Students

YCCA will provide each student identified as gifted with a learning environment conducive to developing and expanding his/her individual areas of giftedness. The learning plan and accommodations will be documented in the student's PLP. YCCA will recognize a gifted student as a student who has superior intellectual development and capable of high performance and accelerated learning.

The PLP shall be accessible to each of the students' teachers who will be responsible for the implementation. Each teacher shall be informed of specific responsibilities related to implementing the student's PLP. If a student enrolls indicating that he/she was previously identified as "gifted / talented,"

placement may be appropriate at YCCA and the PLP process will determine goals objectives, supports and services.

YCCA will provide appropriate challenging coursework for all students along with opportunities to accelerate in order to maximize each student's potential through a variety of options, including but not limited to: modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. All content areas offer opportunities for students to show mastery of skills and standards via Proficiency Exams, Challenge Tests, and Check Points.

Students who are able to master these skills with an 80% proficiency or higher may test out of all or parts of the curriculum to accelerate their learning pathway. In both math and ELA, gifted students may meet specific criteria to begin the Senior Project Prep modules (STEM for math and Writing and Technology for ELA), which consist of only those assignments needed to complete Senior Projects.

YCCA's flexible learning environment will be designed to challenge and nurture gifted learners. Independent projects, enrichment activities, learning styles, mentors, and leveling assignments are just a few of the strategies that will be used to address the needs of all. Coursework will be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material will be presented.

Providing Services to Below Grade Level and Other At-Risk Students

Students enrolled in YCCA who are identified as below grade level will have a Personalized Learning Plan (PLP) that will indicate the appropriate course pathway. YCCA will provide each student with a learning environment conducive to developing and expanding his/her individual areas of growth. YCCA recognizes a below grade level student as a student who needs scaffolding to build basic, foundational skills before mastering the skills and standards of the high school core curriculum.

The PLP shall be accessible to each of the student's teachers who are responsible for the implementation. Each of their teachers shall be informed of specific responsibilities related to implementing the student's PLP.

YCCA will provide appropriate initial instruction and tiered support to ensure students are able to access grade appropriate coursework for all students along with intervention opportunities in order to maximize each student's potential through a variety of learning options, including but not limited to, modifications of content, processes, or products through a universal design for learning approach and enrichment opportunities. Supplemental curriculum and resources include Math and Reading Strategies; Intensive Reading; materials to teach parts of speech and basic sentence structure; educational videos; modified curriculum and other resources.

Meeting the Needs of Special Education Students

Upon enrollment, YCCA will provide IEP services that are agreed upon in an existing IEP, and those services are provided either through special education, certified employees, or approved contracted services. Examples of services that are provided include speech & language services, counseling services, transition services, and specialized academic instruction support. Students will be provided with accommodations and/or modifications based on their IEP in the high school curriculum, alternative standards-based curriculum, remediation/supplemental materials, as well as various school settings. YCCA will have paper-based and computer-assisted curriculum that meets the needs of students who are not able to access the standard curriculum. Peer tutors, assistive technologies, and strength-based instructional

planning/delivery are other examples of supports and services that may be used to meet the individual needs of students with disabilities.

YCCA has consulted will work in cooperation with YCOE, local educational agencies (LEAs) and the Yolo County Special Education Local Plan Area (SELPA), to ensure that a Free and Appropriate Public Education (FAPE) will be provided to all students with exceptional needs including providing transportation for special education students who require this related service. YCCA will align practices and procedures with YCOE's Special Education Program Policy Guide to support the same goal: maintain a high-quality program delivery model that is fiscally sound and follows the Yolo SELPA's fiscal allocation plan. Agreements will be negotiated to determine allocations of actual and excess costs, as well as YCCA's responsibilities regarding any encroachment on general funds. The anticipated needs and costs associated with special education were based on a review of expenditures and programs similar in design to the YCCA rather than comparisons to more traditional schools. Anticipated special education expenditures are based upon implementations of similar schools. YCCA is fiscally responsible for fair share of any encroachment on general funds.

YCCA will adopt YCOE's special education policies as a guide in providing a continuum of specialized support and services while maintaining full compliance with district, state, and federal mandates and regulations. YCCA administrative and instructional Special Education staff welcomes any opportunity to collaborate, grow professionally, learn from each other, and share best practices. YCCA will function as an independent charter and a member of the Yolo County SELPA for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

SELPA Membership

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. It will be understood that YCCA shall not discriminate against any pupil in its admission criteria on the basis of disability. YCCA will be a partnered member of the Yolo County SELPA. See Policy 0420.4 regarding Charter Schools of the Yolo County SELPA Policy and Procedures manual located in Appendix 2

YCCA Responsibilities

YCCA will deliver the required and appropriate special education services to enrolled students unless other agreements have been reached between the YCOE or Yolo County SELPA regional providers. Services shall include:

- Child Find
- Initial, annual, and triennial evaluations
- Individual Education Plan (IEP) development
- Utilization of the county's comprehensive services to provide appropriate education services to all enrolled students

YCCA will submit all required reporting, filings, etc. to fully comply with the Yolo County SELPA and California Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services

Referral YCCA students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

- Academic progress
- Social/Emotional development
- Physical limitations
- Behavioral history

Students shall be referred for special education assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/independent study setting, (federal mandates require general education resources and services be exhausted before the YCCA refers a student for special education testing) or if requested by a parent of a student under 18, or an adult student. Objective and complete data will be collected during an initial referral to ensure appropriate recommendations for students are made (i.e., work samples, cumulative record review, CA test scores and health history). A follow-up date will be scheduled to review the progress of the proposed strategies. If sufficient progress is noted at the follow-up meeting, more restrictive interventions will not be warranted. If progress is not noted, a Student Study Team (SST) may refer the student to a second tier where more intensive research-based curricular strategies are implemented or may refer the student for special education assessments. A formal request from a parent or adult student to assess a student for special education supersedes the SST process and YCCA staff will comply with all timelines and procedures for developing an assessment plan or sending Prior Written Notice if an assessment is deemed not appropriate.

Special Education Programs and Services

Upon enrollment of a student with an IEP, a representative from YCCA staff will meet with the student (and parent/caregiver, if applicable) to review the student's current IEP, review transcripts and discuss course assignment. Special education English Learners' IEP goals will reflect the individual student's linguistic objectives. The needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Assignment to core classes and intervention courses for reading and/or math based on the student's needs.
- Special modifications and/or accommodations of curriculum or instruction, as specified in the student's IEP, to enable successful participation in the core curriculum.
- Additional instructional time, as specified in the IEP, to provide students sufficient instruction and practice in order for them to master grade-level standards, if applicable.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Collaboration between YCCA, the YCOE and the Yolo County SELPA to provide appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development

YCCA will adhere to the legal mandates outlined in the Individuals with Disabilities Education Improvement Act (IDEIA) in implementing regulations. When a student with an active IEP enrolls in YCCA he/she will be provided an interim special education placement and a new IEP will be written on the corresponding Yolo County SELPA forms within 30 days. After the interim placement, staff, parent/caregiver, and the student may revise the IEP with appropriate goals and access to services at the

YCCA program or to consider alternate placement options, if the student's needs cannot be met at YCCA. The IEP team will be comprised of the student, (parent/caregiver and/or their requested representative[s], if applicable), a general education teacher, special education personnel who will be working with the student, and an administrative designee. Based upon areas of need, the goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California grade level standards and frameworks. Progress will be periodically monitored and written documentation of progress toward meeting annual goals will be provided to the student (and/or parents/caregivers, if applicable), as frequently as their general education counterparts (but no less than three times per year).

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, YCCA will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel. YCCA staff will attempt to distribute written assessment reports to the student (parent/caregiver, if applicable), if they are complete, prior to the IEP meeting. In the event this is not feasible, YCCA will ensure copies of the reports are available at the meeting. YCCA will utilize the Yolo County web-based) Special Education Information System (SEIS) to complete all IEPs and report CASEMIS information. At least once every three years, a student will be reassessed to determine his/her continued eligibility to receive special education services. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, eligibility for Section 504 Accommodation Plan will be assessed, and if student is eligible and the parent/guardian accepts, developed at the meeting.

Identification of Bilingual Special Education Students

Before a student whose native language is not English will be referred for special education, their level of English proficiency will be determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Every attempt will be made to have personnel fluent in the student's native language and familiar with their native culture participate during the SST process and during the referral process for determining the eligibility for special education. If appropriate, before students are identified as disabled they will be tested in their native language. When appropriate, YCCA will evaluate a student in his or her native language before they can identify that student as having a disability and provide special education services. In addition, parents will be offered evaluation plans and IEPs in their native language before giving informed consent. The only exception is in the case where the home uses an alternative language, but the student is evaluated to be proficient in English. Bilingual personnel will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) when requested. All goals and objectives for bilingual students will be linguistically appropriate and are developed so that the student's language acquisition needs are taken into account. Special education personnel who assess and deliver services outlined on the student's IEP will have Cross-cultural, Language, and Academic Development (CLAD) certification authorizing them to provide instruction to English learners.

Dispute Resolution & Complaint Procedures

YCCA's policy will be to comply with applicable federal and state laws and regulations. Pursuant to this policy, there will be a Board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

- 1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- 2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, migrant education, career technical and technical education training programs, childcare and development programs, and child nutrition program.

Students (parents/caregivers, if applicable) also have the right to file a complaint with the county and/or the California State Department of Education. ***Please see Appendix 5 for the Uniform Complaint Procedure.***

ELEMENT B: Measurable Student Outcomes

The Yolo County Career Academy will seek to support students in achieving the following outcomes:

- Completion of industry certifications
- Attainment of a high school diploma
- Successful transition to community college
- Successful transition to family – sustaining employment

Transferability of High School Courses

Upon enrollment, students (and their parents - for those students under 18 years of age) will be notified by YCCA of the acceptability of credit for transferring into or out of YCCA.

Career and College Pathway Efforts

YCCA will partner with other entities, including the Yolo County WIB, Sacramento City College, Solano Community College, and Woodland Community College. Business and industry champions have been identified and will partner with YCCA, including Marquez Design. YCCA will partner with other entities, including the Yolo Regional Occupation Program (ROP), to provide options and pathways designed to deliver long-term solutions for over-age, academically underserved, and low income youth that are not enrolled in school or participating in the labor market.

Interventions and Supports to Engage all Learners

The impact of chronic and severe traumatic stress upon the YCCA student population will also necessitate that our staff undertake additional and targeted professional development to counteract its dire effects. Best practices for how to work and incorporate all learners into our program will also be identified and adopted into YCCA's teaching delivery. For students to feel a sense of ownership in their own learning, they need to be a part of the process at its inception. At first, teachers may be leery of allowing students to have a voice in determining the project, or even the criteria for which they would be assessed. However, when students are respected as life-long learners and can suggest the criteria for assessment, they become thoughtful and responsible. This will be a step that increases their motivation and challenges their interest, and makes them responsible for the work they produce. A disenfranchised student usually develops these inherent feelings of exclusion after a lifetime of having been excluded from school, family, community or any number of affirming social circles. YCCA will establish a teaching style that:

- Increases students' ownership in the classroom so that they are intrinsically motivated.
- Provides and design strategies that inspire higher level thinking skills that excite and motivate our students to read, write, speak, listen attentively, and perform.
- Utilizes coaching strategies that work best with disenfranchised students to increase the quality of study work.

Mindset

The concept of developing Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. YCCA staff will be trained to identify and develop this simple idea in our student and will learn that it makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. Translated into our student populations, YCCA students may see themselves only as dropouts because they have been measured and reinforced as being dropouts all their life. Instead of attempting to develop their academic intelligence and growth mindset, they may believe that talent alone creates success without academic effort. Successful participation in the YCCA program will prove them wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work; brains, and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Studies into the profiles of individuals who develop their mindset, suggest that virtually all great people have had these qualities. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships. Our YCCA staff will be trained to develop their own growth mindset and encourage students that they teach to develop their own as well.

Alignment of Curriculum to Student Performance Standards

The standards-based curriculum is designed to prepare students for fulfilling lives in the global economy of the 21st century with strong emphasis on real life skills that can be transferred to the world of work and/or higher education. Through the creation of student, school, business, and community partnerships focused on a highly relevant and research-based curriculum model applied to real-world situations, YCCA will prepare students to be lifelong learners who are well prepared to be contributing members of society.

The YCCA core academic curriculum will prepare students to increase proficiency in literacy and numeracy utilizing an instructional program that will be aligned to the California State Standards (CSS), the Next Generation Science Standards (NGSS) and the CTE Model Curriculum Standards. The instructional plan will be theme-centered, integrated, interdisciplinary, problem-focused, and project-based, all of which will ensure our students will be college and career ready.

The curriculum content of the core subject areas (English Language Arts, mathematics, science, and social studies) will be aligned with the CCSS, NGSS, and State Content Standards for History/Social Science. Students of YCCA will demonstrate the following core competencies upon graduation:

English/Language Arts

With the implementation of the California State Standards aligned literacy curriculum, students will demonstrate strong reading skills in informational and literary text, writing from sources, listening, speaking, research and presentation skills in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. Through regular practice with complex texts and its academic vocabulary, students will build knowledge from, comprehend, and critically interpret multiple forms of informational and literary text, including complex technical directions much like they will be required to do with the annual California Assessment of Student Performance and Progress (CAASPP) assessment.

Mathematics

Students will develop abilities to reason logically, think critically, and persevere in problem solving situations to understand and apply mathematical practices and concepts from the CSS for math: number and quantities, algebra, functions, modeling, geometry and statistics & probability.

Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts of various strands of science, which include science as inquiry, physical science, life science, earth science, space science, and science of the environment. Students will research scientific events and phenomena pertinent to their studies and creatively present their learning so that peers may learn and apply those skills and knowledge. Students will investigate real world issues and complete hands-on and virtual labs to address learning and inquiry as well as reflect on and summarize their learning. The integration of the three Next Generation Science Standards dimensions of Disciplinary Core Ideas, Science and Engineering Practices and Crosscutting Concepts will provide students with a context for the content of science, how science knowledge is acquired and understood, and how the sciences are connected through concepts.

History/Social Studies

Students will understand and apply civic, historical, economic, and geographical knowledge in order to serve as participating citizens in today's world of diverse cultures in both workplace and educational settings. Students will utilize key skills such as reading comprehension, critical thinking, problem solving, analyzing and applying knowledge, and using technology effectively. Students will learn historical concepts through domain-specific informational texts. Students will be expected to learn through the texts rather than simply referring to them, and use primary and secondary source documents in research and critical thinking exercises. Students will also build their academic vocabulary while accessing complex texts. Real-world projects will allow students to apply this knowledge to their own lives in the 21st century.

Competency will be demonstrated in benchmark and summative assessments for each course and culminate in the presentation of Senior Projects that represent a broad sampling of student learning. Students' mastery of the standards and their developed skills will be showcased in their Senior Projects. The application of college and career anchor standards, so essential in the core content areas, will lend themselves to the Senior Projects and Creative Technology as well as the Final Presentation where students practice their listening and speaking skills.

Assignments will be aligned to the state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave YCCA with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma. The value and reward of this program will be its proven ability to dramatically improve the career opportunities and quality of life prospects for this student population.

Local Control and Accountability Plan (LCAP)

The YCCA will implement the following annual goals and actions and detail them in the YCCA 2018-19 Local Control and Accountability Plan (LCAP). An annual update will reflect any revisions and/or reorganization of the annual goals and/or actions. YCCA recognizes that the majority of our students will likely be socio-economically disadvantaged, and will develop annual goals and actions to address the needs of this population. The annual goals and actions below (and future LCAPs to be developed) shall reflect laws and regulations as applicable to charter schools, which have added flexibility in several of the state priority areas.

Goal #1: Provide all students with classroom instruction and curriculum that promote college and career readiness.

Identified Needs:

1. Students need instructional strategies that enable them to increase their skill sets in literacy and numeracy (i.e., understanding math concepts and how to apply them) to enable them to access the California State Standards in all content areas and to be career ready.
2. Students need extended learning time, access to technology, informational reading, hands-on learning activities, and personalized instruction.
3. Students need experiences to explore career interests and post-secondary interests, including Career Technical Education learning (A-G requirement not applicable) and field trips to post-secondary institutions, including those offering trade certifications.
4. Students need an educational program that uses data to continuously improve its designed and impact.

State Priorities: 2, 7, 4

Metrics: The following metrics measure progress towards meeting this goal

- The percentage of students who make more than a year's worth of progress (50 or more credits)
- The percentage of students who make more the one year's growth in a 180 period on the STAR reading and math assessment or equivalent assessment
- The percentage of students who score at or above the Silver Level on the Independent Reading Level Assessment (IRLA) or equivalent assessment

We will use the 2018-2019 school year to establish a benchmark for the identified metrics.

Goal #2: Support students in creating personalized outcomes and building 21st century skills.

Identified Needs:

1. Students need an effective, comprehensive educational program that addresses their individual needs in the learning environment and is responsive to the challenges they experience in school and in the community.
2. Youth who have dropped out of high school, are unemployed, or underemployed typically experience chronically stressful environments in multiple contexts and benefit from specific supports and practices being implemented by teams of support providers.
3. Students need Personalized Learning Plans (PLP's) that help them identify their goals, interests, timelines for completion, and next steps as they transition from YCCA.
4. Students need to complete their high school equivalency and attain industry-aligned certification(s) pertinent to Yolo County.

State Priorities: 4, 5, 6, and 8

Metrics: The following metrics measure progress towards meeting this goal

Industry Certification

Set benchmark rate during 2018-2019 school year

The percentage of students who earn industry certification

Attendance

Set Benchmark of attendance rate in 2018-2019

Measurable outcome: to achieve and maintain attendance rate at 90%

Suspensions and Expulsions

Keep suspensions and expulsions below 5% of the student population. Set Benchmark of suspension rate in 2018-2019

Goal #3: Ensure that all students have a safe, inclusive, and clean environment, in which to learn and thrive, and engage families in this effort.

Identified Needs:

1. Students need access to qualified staff, standards aligned curriculum, and quality instruction
2. Students need a safe and nurturing campus.
3. Students need opportunities for their families to be engaged in their learning experiences in order to thrive.
4. Students need connections between their support systems at school and in the community.

State Priorities: 1, 2, 3, and 7

Metrics: The following metrics measure progress towards meeting this goal

Facilities in good repair

Maintain 100% of facilities in good repair.

Program Safety

Maintain 100% of equipment to ensure proper operation

Require 100% of students to complete safety training

Perceived Support

Measurable outcome: Increase percentage of students that report on the annual survey that staff is "caring and supportive" by at least 3%. Set Benchmark in 2018-2019 survey.

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

Expected Measurable Student Outcomes

The YCCA will measure progress towards meeting these goals using the following metrics:

- The percentage of students who complete their high school equivalency will increase by 5% every year from a baseline of 2018-2019
- The percentage of students who make more than a year's worth of progress (50 or more credits) will increase by 5% every year from a baseline of 2018-2019
- The percentage of students who earn industry certification will increase by 5% every year from a baseline of 2018-2019
- The percentage of students who increase their grade level score on the STAR Renaissance reading and math assessment will increase by 5% every year from a baseline of 2018-2019. The STAR assessment identifies the skill level of youth in the areas of reading and mathematics and equates each student's score to a grade level equivalent e.g., an 18-year-old youth may have a reading level equal to that of what is expected at 9th grade and a math level of 8th grade. Staff will administer these assessments every 45 days.
- The percentage of students who score at or above the 9th grade on the Independent Reading Level Assessment (IRLA) will increase by 5% every year from a baseline of 2018-2019. The purpose of the IRLA is to identify the level of reading at which youth can succeed without the support of a teacher and to help youth set individual goals for growth in this area. A key feature of the IRLA is its administration on a 1:1 basis, in an interview style that helps instructors understand the youth's experiences with reading in addition to identifying the independent reading level and genres of interest to the youth.
- Increase percentage of students that report in an annual survey that staff is "caring and supportive" by 3% every year from a baseline of 2018-2019.
- YCCA will achieve and maintain an attendance rate at 75%.
- YCCA will keep suspensions and expulsions below 5% of the student population.

The YCCA will improve student academic knowledge and guide them upon an educational plan that will result in completing all course criteria to qualify them to obtain an accredited California high school diploma. YCCA will ensure alignment of all courses and curriculum with California State standards and its teaching staff will meet California Commission on Teacher Credentialing (CCTC) requirements.

LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups

YCCA will observe and meet the state priorities listed in Education Code Sections 52060 and 52066. The YCCA program will be planned in such a manner as to comply with each of the eight priorities as established in the Local Control Accountability Plan (LCAP). Goals will be established for each group in the following areas:

A. Conditions of Learning

- **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

- Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions to (i), inclusive, of Section 51220, as applicable. (Priority 7)

B. Pupil Outcomes

- Pupil achievement: performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

- Parent involvement: efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

YCCA will prepare students for success by providing a supportive school environment focused on increasing academic and positive social skills and behaviors, while providing functional life skills instruction. YCCA will operate as a charter school under the authorization of the Yolo County Board of Education, as a unique public school with the following overarching goals:

- 1) Provide excellent education programs focused on college and career readiness and workforce development*
- 2) Be excellent stewards of resources.*
 - Financial Resources
 - Collaborative Partnerships with Business, Educational, and Community Agencies
- 3) Serve as a supportive resource to students and the community including workforce*

School Exit Outcomes and Performance Goals

1. Individual Student Growth Results will demonstrate accelerated learning in reading.
 - The percentage of students demonstrating accelerated growth in reading skills will trend up over the term of the charter.
2. Individual Student Growth Results will demonstrate accelerated learning in mathematics.
 - The percentage of students demonstrating accelerated growth in mathematic skills will trend up over the term of the charter.
3. An evaluation of individual student writing skills will demonstrate improvement over time.

- Individual student growth in writing skills will improve over time as evidenced by student writing portfolios.

4. The YCCA graduation rate will compare favorably with the graduation rate of schools serving similar student populations in California and will trend up over the term of the charter.

5. Student enrollment in colleges and/or in advanced training or achievement of certifications will be evaluated annually and will trend up over the term of the charter.

- Success metrics will include, but are not limited to, Career Pathway selection, college credits earned, number of students participating in co-enrollment programs with partner colleges, CTE courses completed, certificates earned, internship and job shadowing experiences, advanced training completed with consortium partners, number of students placed in jobs, match of job to training received, and when available, salary earned in job. These metrics will be gathered and reported annually.

All of the outcomes and goals described previously will align to the school mission, vision, and values through the use of a curriculum designed to engage an older student population and through assessments that will provide relevant academic growth information to each and every individual student. YCCA will adhere to California public high school graduation requirements and will prepare students for the accomplishment of the California State Standards.

YCCA will seek to improve student academic knowledge and guide students with an educational plan that will result in completing all course criteria to qualify them to obtain a high school diploma or high school equivalency including the HISET and GED. All courses and curriculum materials employed by YCCA will follow state adopted guidelines.

Any modification of these outcomes or expectations will be submitted to the Yolo County Board of Education as an amendment of this charter. In such a case, the County Board of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

ELEMENT C: Method by Which Pupil Progress will be Measured

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

Methods of Assessment

To measure the progress of the students at YCCA and to ensure that the goals of the charter are being met, YCCA will adhere to statewide standards with mandated standardized tests and will utilize additional YCCA performance-based assessments on a regular basis to measure student progress. Student performance on these measures will help the YCCA School community make informed decisions about instruction efficacy, needed program modifications, or additional goals and objectives to be developed.

The following assessment approaches may be included in the school's measurement of outcomes:

- Students may take the CASAS Assessment designed to assess the relevant real-world basic skills of adult learners. CASAS measures the basic skills and the English language and literacy skills needed to function effectively at work and in life. The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Skill Level Descriptors explain in general terms what most learners can accomplish at the CASAS scale score level in a specific skill area. Results from most CASAS tests are reported on a common numerical scale. This scale has been verified and validated on more than three million adult and youth learners. The CASAS scale is divided into five levels: A (Beginning Literacy) to E (Advanced Secondary), each encompassing a range of scores. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts. The Skill Level Descriptors provide general information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skill tasks this person generally can accomplish. Student Performance Level (SPL) designations are provided for the ESL levels. The SPLs were developed through the Center for Applied Linguistics for the National Mainstream English Language Training Project. They provide general descriptions of adult ESL learners' ability in two areas of language proficiency: language/oral communication and reading/writing at a range of levels.
- Students will take Renaissance STAR reading and math assessments which create a personalized assessment profile to assist staff in knowing and responding to each student's learning level - precisely measuring student progress and growth for each individual. Staff will have essential information promptly about what each student knows.
- Curriculum-Embedded Standards-Based Formative and Summative Assessments: Staff will administer publisher created and locally developed tests designed to measure student achievement on the grade-level standards based curriculum content in core areas such as reading, mathematics, science, and social studies in grades 9 through 12. Students will be assessed after each unit, module/course and at the completion of individual Senior Projects and the final formal presentation to staff, students, and others (parents, partners and/or fellow students). Advancement to subsequent units and modules will require a minimum 80% success rate on the

preceding ones. This may vary based on individual student's ILP and/or additional learning plans, including, but not limited to IEP or 504 Plans.

- Teachers will chart and use assessment/test results as an ongoing guide to student instructional needs to enhance student progress. In order to address the skills needed for success, assessments will be developed to include Webb's Depth of Knowledge (DOK) levels of cognitive demand. Depending on the assignment or assessment question, students may be asked to begin with a simple recall question but then might be asked to build upon that through explanation, analysis, or application.
- Teachers will also use these DOK levels in formative assessments and classroom conversations, small group instruction, and opening and closing activities as well as to create more cognitively engaging and challenging tasks. These levels will be a natural and cohesive part of all curriculum and instruction regardless of content area. These levels will also be in alignment with the California state standards.
- Standardized Assessment(s): YCCA will administer and comply with any California mandated tests: CAASPP and any other statewide or national assessments that are added throughout the life of the charter.
- Portfolio Assessment: Portfolios will be divided into two divisions of learning: Core Academics and Electives. The Core Academic portfolios represent a log of essential learning needed to be college and career ready utilizing state standards for math, science, social science and English Language Arts. Real world literacy, numeracy and integrated technologies are at the core of these portfolios to help prepare our students for the competitive 21st century job market. Students must also present their portfolio to their peers to showcase their core content achievements and illustrate their oral presentation and communication skills.

See Appendix 1 for a list of curriculum, materials, and assessments.

Use and Reporting of Data

The above assessments are designed to align to the mission, exit outcomes, and the curriculum utilized in YCCA. YCCA will utilize the data to identify areas for improvement in the educational program. The Charter will develop an annual performance report based upon the data compiled. The report shall also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section and an analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality;
- A summary of major decisions and policies established during the year, data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable), and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the YCCA and their qualifications;
- A copy of the charter's health and safety policies and/or a summary of any major changes to those policies during the year;
- Information demonstrating whether the charter implemented the means listed in the Charter to achieve a racially and ethnically balanced student population;

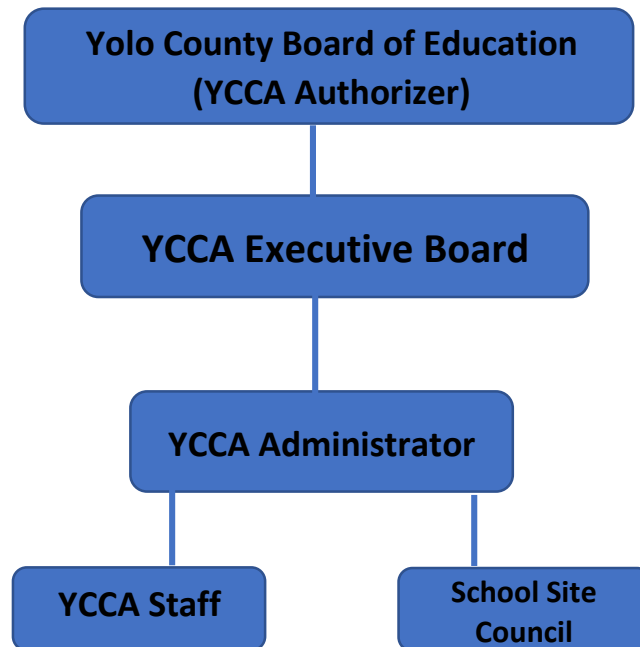
- An overview of the charter’s admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended;
- Analyses of the effectiveness of the charter’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and,
- Other information regarding the educational program and the administrative, legal, and governance operations of the YCCA relative to compliance with the terms of the petition.

YCCA will use the information compiled in the annual performance report to evaluate and improve upon its educational programming as necessary. Annual YCCA performance information will be shared with students, families, and public agencies as appropriate.

ELEMENT D: Governance Structure of School

Governing Law: *The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D). Yolo County Career Academy (YCCA) will be a public charter school authorized by the Yolo County Board of Education and administered by YCCA Executive Board.*

YCCA will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.



The Yolo County Board of Education will retain roles and responsibilities as defined in Education Code 1040 – 1047 for the Yolo County Career Academy. YCCA will follow applicable policies set forth by the Yolo County Board of Education and the administrative regulations set by the YCCA Executive Board will comply with all applicable federal laws, and state and local laws that are applicable to public charter schools.

Conflict of Interest Regulations

YCCA will be fully in compliance with the conflict of interest regulations of the Political Reform Act Government Code 1090.

Non Profit Public Benefit Corporation

Yolo County Career Academy (YCCA) will be a directly funded independent charter school and will be operated as a California nonprofit benefit corporation. Articles of Incorporation and Bylaws are currently being developed.

The YCCA will operate autonomously from the County Office of Education, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County Office of Education and the YCCA. Pursuant to California Education Code Section 47604(c), the County Office of Education shall not be liable for the debts and obligations of the YCCA, operated by a

California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County Office of Education has complied with all oversight responsibilities required by law.

Yolo County Career Academy Executive Board

The Executive Board is a policy-making board which oversees the fundamental operations of the School. The Board shall be composed of at least 5 and no more than 7 members including parents and community members with expertise in finance, non-profit governance, school leadership, academic program development, workforce development, and career pathways. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charters operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. At least one board position is reserved for a parent or adult student attending YCCA.

The following individuals will be taking positions on the initial Executive Board. In addition, the founders will continue to secure additional persons with expertise needed to establish and sustain an excellent school and ensure the effective and responsible use of public funds.

Executive Board Members:

Parent

Student

Executive Director, Yolo County Workforce Development Board

Representative from Business/Industry

Educational Administrator, Yolo County Office of Education

Board members will serve for a 3-year term and are chosen by a rigorous recruitment and selection process based on current vacancies, need, expertise, and commitment to the mission of the school. Vacancies are filled by a nominating committee, and approval requires majority vote by the Board. The parent and student representatives are selected by the Board based on school site council recommendation.

Board Duties

Board members will meet at least quarterly and be responsible for the operation and fiscal affairs of the school including but not limited to:

- Approval of all budget-related and financial activities connect to the school
- Communication and collaboration with the authorizer
- Personnel actions
- Evaluation of school programs
- Participation in independent fiscal and programmatic audits
- Long-term strategic planning and approval of bylaws, resolutions, and policies and procedures of school operation

Further, the Executive Board will be established to ensure the school program will be aligned to the charter elements, the Local Control Accountability Plan (LCAP) goals and action/strategies, and the Single Plan for Student Achievement (SPSA) goals. The Executive Board will review, approve the SPSA, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. The YCCA Executive Board will make decisions on design and other pertinent requirements of the operations of the school.

School Site Council

The School Site Council will be an advisory group to the Administrator. As required by California Education Code 52852, the School Site Council will be constituted to ensure parity between (A) administrator or designee, classroom teachers, and other school personnel; and (B) an equal number of students or parents of minors, or other community members selected by parents, and pupils. The School Site Council may make recommendations about issues related to YCCA and participate in reviewing parental and community concerns and opportunities. The Administrator will be responsible for communicating all School Site Council recommendations to the YCCA Executive Board.

Student Engagement

Parent and community involvement in the operation of the school will be an integral factor in ensuring that YCCA addresses the needs, concerns and expectations of the families and communities of our students.

English Learner Advisory Committee

In the event that YCCA enrolls more than 20 English learner students, an English Learner Advisory Committee (ELAC) will be formed. The ELAC will consist of parents, staff, and community members designated to advise YCCA on its English Learner program consistent with California Education Code Sections 35147(c), 52176(b) and (c), 62002.5, and 64001(a).

Teacher/Student Agreements

YCCA shall develop a student teacher agreement (Teacher/Student handbook, Independent Study Master Agreement, and attendance compact) to be approved by the County Superintendent of Schools and presented at the time of the intake interview. At a minimum, the Teacher/Student Contract shall:

- Require students and teachers to complete and return all forms, questionnaires, and other requests for information that may be required by the school;
- Require students to complete all class work and homework the teacher assigns;
- Require teachers to correct and return student assignments with useful comments in a timely manner;
- Require all students to follow the Student Conduct Code and all rules of the program in which they are co-participating;
- Require students and teachers to attend all student-teacher conferences as scheduled by the teacher and/or student; and
- Require students and teachers to follow all rules and procedures as approved by the Yolo Career Academy Executive Board.

Role of the Chartering Authority

As the chartering authority, the Yolo County Board of Education will be responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The Yolo County Board of Education will be responsible for reviewing and taking action on charter petition renewal and revision requests, and has the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

Legal Organization of the School

YCCA will operate as an independent public charter school. YCCA will maintain an agreement for services with Yolo County Office of Education for college and career readiness, human resources, fiscal and support operation services. The County Office will provide personnel, accounting, and payroll services to YCCA.

ELEMENT E: Qualifications to be Met by Individuals to be Employed

Governing Law: *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

Certified Salaries	2018-19	2019-20	2020-21
Number of FTE – Academic Instructors	1.5	3	4
Number of PTE – CTE Instructors	4	6	8
Number of PTE Administrators	1	1	1

Classified Salaries	2018-19	2019-20	2020-21
Number of PTE – Administrative Secretary	1	1	1
Number of FTE – Paraeducators	1	2	2

In accordance with Education Code 47605(d) (1), YCCA shall be nonsectarian in its employment practices and all other operations. YCCA shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All YCCA teachers must meet the requirements of state and federal law. Possession of an appropriate California Teaching Credential, Multiple or Single Subject; Must have EL Authorization. Must have possession of a valid Class C California Driver’s License; insured by a valid liability carrier. All teachers must be Every Student Succeeds Act (ESSA) compliant in core areas (English, Math, Science, Social Science) or willing to obtain appropriate certification. English Learners will be served by credentialed teachers holding a Cross-cultural, Language, and Academic Development (CLAD) credential or the equivalent. Classroom or parent volunteers, speakers, outside experts and others may support student learning. They may volunteer their services, be paid as independent contractors or be hired as employees. Agencies and organizations may provide services to YCCA through contracts. All YCCA staff will be evaluated with the appropriate evaluation forms and process for their classification (i.e. Certificated Management, Classified Management, Certificated Teacher, and Classified evaluation).

Procedures for Background Checks

New employees, employees, and contractors of YCCA will be required to submit to a criminal background check as required by Education Code Sections 44237 and 45125.1. The Administrator or designee shall monitor compliance with this policy and report to the YCCA Executive Board on a regular basis. Volunteers shall be fingerprinted and receive background clearance prior to volunteering.

The following are the legal requirements before the first day of employment at YCCA:

- A valid and current California State Teaching Credential for teaching staff
- State and federal fingerprint clearance as required by law
- I-9 Proof of American citizenship form with a copy of driver’s license and social security card, or other acceptable identification
- A completed Employment Application Packet for all staff
- Copy of teaching credential

- Complete Payroll required forms
- Proof of Tuberculosis clearance

The following types of positions will be employed YCCA:

Administrator

The Administrator will be responsible for planning, organizing, leading, and directing the educational operations, activities, and services of the YCCA at all sites. The Administrator will be supervised by the YCCA Executive Board. The Administrator will be responsible for a wide range of management and administrative responsibilities necessary to provide instructional leadership. These responsibilities include maintaining budgetary oversight; complying with local, state and federal regulations; supervising assigned staff; establishing appropriate relationships with the community and other agencies; and ensuring an effective program of student education.

CTE Teacher

The Career Technical Education teachers will perform as a leader in the designated career pathway. The CTE pathways are designed to develop the knowledge and skills of various occupations and their presentation to outside audiences as used in an employment setting. The CTE Teacher will provide group and individual instruction utilizing the most effective teaching strategies, activities, paraeducators and equipment.

Academic Teacher

YCCA Teachers will be responsible for providing general education (core academic subjects) and special education instructional services for students (special education and regular education) ages 16 and older who had previously separated from school and are returning to earn a high school diploma and to enter a college/career pathway. They ensure compliance with special education regulations, court orders, etc., and processing new students in accordance with requirements. These positions may provide lead support to paraeducators and are under the general supervision of the Administrator for day-to-day operations and program implementation and a special education administrator for guidance regarding IDEA regulations/ compliance. Internships and project- based learning will be featured components.

Paraeducator

Paraeducators will assist classroom teachers in the instruction, supervision, and training of individual or groups of students and perform a variety of related duties in the maintenance of an effective learning environment for students.

Administrative Secretary

The Administrative Secretary will perform a wide variety of clerical and office functions. Under general supervision, employees in this classification perform a variety of responsible secretarial and administrative support duties in support of an administrator and provide general information and assistance to faculty, staff, parents, and the general public.

Career Readiness Specialist

The Career Readiness Specialist will provide support and guidance services to students, including supplemental academic intervention services to support underachieving students. The counselor will also provide information to students, parents of minors, teachers, and administrators to promote a comprehensive decision-making process for the achievement of student educational objectives.

See Appendix 3 for job descriptions.

ELEMENT F: Health and Safety Procedures

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school submit to a background check as described in Section 44237. Education Code Section 47605(b)(5)(F).*

The Yolo County Career Academy (YCCA), will adhere to the adopted health, safety, and risk management policies of the YCCA Executive Board. This plan is currently under development and its structural frame will be based upon the existing YCOE Alternative Education Department's Comprehensive School Safety Plan for Community Schools. These policies are incorporated as appropriate into YCCA's student, family, and staff handbooks and will be reviewed on an ongoing basis by the staff and administration. These policies will be developed in consultation with insurance carriers and at a minimum will address the following:

Seismic Safety

YCCA assures that school buildings will meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements pertaining to charter schools.

Natural Disaster Emergency Preparedness

YCCA sites will develop an Emergency Plan handbook to formulate responses to the following natural disasters and emergency situations which may include, but shall not be limited to, fire, flood, earthquake, and other situations that may threaten students or staff.

Immunizations

All students who are 17 years of age will be required to provide records documenting immunizations as required pursuant California Code of Regulations Title 17 Division 1, Chapter 4, Subchapter 8.

Tuberculosis Test

All employees will submit to a Tuberculosis clearance upon hiring and every 4 years.

Drug Free/Alcohol Free/Smoke Free Environment

YCCA will function as a drug, alcohol, and tobacco free workplace.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

Auto-Injectors

YCCA will adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

Facility Safety

YCCA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. YCCA will agree to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. YCCA will conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

YCCA will be committed to providing a school that will be free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. YCCA will have a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature will be very serious and will be addressed in accordance with the sexual harassment policy.

Health Care and Emergencies

YCCA will recognize the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school- sponsored activities. To facilitate immediate contact with parents/guardians or other emergency contacts as appropriate when an accident or illness occurs, YCCA will require current contact information for all students.

See Appendix 4 for Comprehensive School Safety Plan.

ELEMENT G: Means to Achieve a Reflective Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

YCCA will be committed to serving a diverse student population. The charter school target ethnic balance will be determined by the data below which delineates the cohort demographics for the dropout population in Yolo County.

Table 4: Yolo County Dropout Rates by Ethnicity (2015-16)

Ethnicity	Cohort Dropouts Rate
Hispanic or Latino (any race)	10.2%
American Indian/Alaska Native, Not Hispanic	15.8%
Asian, Not Hispanic	1%
Pacific Islander, Not Hispanic	12.5%
Filipino, Not Hispanic	3.4%
African American, Not Hispanic	14.6%
White, Not Hispanic	5.5%
Two or More Races, Not Hispanic	8%
None Reported	20%

Source: California Department of Education DataQuest, Dropouts by Ethnic Designation by Grade

YCCA recognizes, that due to its unique partnerships, the geographic reach of its school sites, and its primary goal of serving students who have left or been unsuccessful in other public schools, staff will work collaboratively to develop and deliver unique recruitment strategies. YCCA will implement a student recruitment strategy that includes, but will not be necessarily limited to:

- An enrollment process that will be scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The ongoing development of promotional and informational materials that appeal to various racial and ethnic groups. Advertising will be formatted in Spanish and English.
- The distribution of promotional and informational materials to a broad variety of community groups represented in the district.
- Encouraging WIOA training centers and other community partner organizations to increase community outreach efforts.
- Promotion of an online presence on the school website and social media platforms (Facebook, Twitter, etc.).

YCCA will strive to reflect a balanced representation of the student population in the communities in which it operates.

ELEMENT H: Admissions Requirements

Governing Law: *Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

The YCCA Executive Board shall determine all processes and procedures governing the application, admission, and enrollment at the Yolo County Career Academy (YCCA). All students attending YCCA must follow the application, admission, and enrollment procedures. The application packet for admission to YCCA shall include information that allows students to be informed about the school's operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of YCCA. The application packet shall include:

- YCCA's Mission Statement and a summary of the school's education philosophy.
- A brief description of what charter schools are and how they differ from regular public schools.
- A YCCA Individualized Learning Plan (ILP) to establish needed credits and guide student academic goals.
- A description of YCCA's education program including a school calendar; curriculum; enrichment and extracurricular programs, attendance expectations; grading, testing, and evaluation procedures; and graduation standards (exit outcomes).
- Emergency information contact form.

Student Admissions Criteria, Preferences and Priorities

Assessments shall not be administered prior to acceptance or enrollment. All students will be considered for admission without regard to nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability or any other characteristic. Should YCCA reach student enrollment capacity students requesting to attend YCCA will be placed on a wait list and will be contacted once space is available.

Conditions of Enrollment

To enroll in YCCA, each student shall first:

- Submit an application
- Attend an orientation and/or meeting with the site administrator and guardian if applicable
- Complete Free/Reduced lunch form if applicable
- Complete enrollment forms including emergency information cards and behavior contracts
- Provide records documenting immunizations as required by public schools
- Provide a full roster of prior schools the student attended allowing YCCA to access student's school records and test results

ELEMENT I: Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l). An annual independent financial audit of the books and records of the Yolo County Career Academy will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m).*

The books and records of YCCA will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The YCCA Executive Board will work with the contracted fiscal service providers to annually approve the selection of an independent auditor. The YCCA Administrator or designee will assist in the facilitation of the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approval by the State Controller on its published list as an educational audit provider.

The Charter will work with the contracted Fiscal Services County Office staff to ensure timely and accurate information will be shared with the auditors to ensure the report will be timely and complete. YCCA will fully comply with Education Code and policy and procedures to ensure there are no findings in the audit. The YCCA-audited data shall be submitted to the State Controller and to the State Superintendent of Public Instruction by the 15th of December of each year. The Administrator or designee, along with the audit committee, will review any audit exceptions or deficiencies and report on recommendations on how to resolve them.

The YCCA Executive Board will submit a report to the State and or the County Board of Education as appropriate describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Board along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law. The independent financial audit of YCCA will be public record to be provided to the public upon request. In addition, pursuant to Ed Code Section 47604.3, YCCA will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records.

ELEMENT J: Pupil Suspension and Expulsion

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

This section should include a section for Suspension Procedures including conference, notice to parents/guardians and the expulsion process including hearing as well as provisions for suspension of students with disabilities. Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

YCCA will develop and maintain a comprehensive set of student discipline policies aligned with YCCA Board Policy 5114. These policies will clearly describe the YCCA's expectations regarding, among other things: attendance, mutual respect, substance abuse, violence, safety, and work habits. Each YCCA student or parent/guardian of minor students will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies. Each adult student will also be required annually to verify that they have reviewed and understand the policies.

YCCA's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. YCCA will notify the Yolo County Office of Education of any expulsions and will include suspension and expulsion data in its annual performance report. Prior to suspension or expulsion, appropriate disciplinary steps will be taken. These steps may include, but will not be limited to, denial of privileges or access to activities. In certain cases, students may be allowed to continue limited independent studies while under suspension. Students, and in applicable cases, parents or guardians, will be informed of the reasons for any disciplinary action in writing and of their due process rights and appeal procedures.

In accordance with California Education Code 48900, a YCCA student may be suspended from school or recommended for expulsion if the YCCA Administrator and/or YCCA Executive Board determines that the student has committed any of the following acts while on school grounds or while going to or coming from school:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which will be concurred by the Administrator or the designee of the administrator.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.

YCCA acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It will be YCCA's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

Suspension and Expulsion / Due Process: Students with Disabilities

Services During Expulsion

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.121, 300.520)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, Administrator or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The Administrator or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

See Appendix 5 for Uniform Complaint Procedure and Board Policies.

ELEMENT K: Staff Retirement System

Governing Law: *The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

YCCA classified and certificated staff will reflect the contractually agreed upon salary and benefits schedules. The financial compensation for school employees will include a base salary that will be competitive with like jobs.

Staff members of YCCA will be covered by the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) in the same fashion as are all employees of the Superintendent. All employer contributions required by STRS, PERS, and Social Security, as applicable, will continue to be made by the Superintendent. The YCCA also will continue to make contributions for workers' compensation insurance, unemployment insurance and any other employer payroll obligations. All established policies and procedures for ensuring employee's due process rights, resolving complaints or grievances, and for staff recruitment, selection, evaluation, and termination will be followed. As contracted by the YCCA Executive Board, the YCOE Human Resources and Administrative Services departments will be responsible for ensuring that all appropriate arrangements for the above actions are carried out.

ELEMENT L: Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend The Charter School. Education Code Section 47605(b)(5)(L).*

No pupil shall be required to attend Yolo County Career Academy. Students who opt not to attend YCCA may attend other district schools or adult schools, as allowed.

ELEMENT M: Description of Employee Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School. Education Code Section 47605(b)(5)(M).

No public school employee shall be required to work at Yolo County Career Academy (YCCA). Any employee of the Yolo County Office of Education (YCOE) who chooses to leave their existing position at YCOE to work at YCCA shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their bargaining unit MOU, including existing collective bargaining agreements regarding sick/vacation leave, continuation of service credit, and other benefits as appropriate for their position.

Employees will be paid according to the appropriate certificated or classified salary schedule for their position. Employees shall be informed of their rights through the provision of the Collective Bargaining Agreements to all new hires. As contracted services, the YCOE Administrative Services department will be responsible for the payment of social security and applicable taxes for YCCA employees.

Employees of a local educational agency who resign from employment to work at YCCA and who later wish to return to a local educational agency shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements. The YCCA shall not have any authority to confer any rights of return on a local educational agency's employees.

See Appendix 6 for Bargaining Unit Agreements.

ELEMENT N: Dispute Resolution Process

Governing Law: *The procedures to be followed by The Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

The YCCA will agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Dispute Resolution

The intent of this dispute resolution process will be to (1) ensure a fair and timely resolution to disputes, (2) minimize the oversight burden on the YCCA Executive Board, and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. YCCA and the YCCA Executive Board agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

If a dispute arises between the Yolo County Board of Education, as authorizing entity, and YCCA Executive Board relating to provisions of this Charter, the following procedures will be followed: The Presidents of the Yolo County Board of Education and the YCCA Executive Board, or their respective designees, will meet to discuss the area of dispute. If the dispute is not resolved informally, the parties may, by agreement, engage the assistance of a third- party mediator to assist in resolving the dispute. Nothing herein shall interfere with the authority of the Yolo County Board of Education to issue a written notice of violations or initiate revocation proceedings in accordance with the provisions of Education Code Section 47607.

Internal Dispute

Issues between students, teachers, parents/caregivers, applicant families, volunteers, advisors, workforce partners, and other community members associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The Administrator will be responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The YCCA Executive Board will be the appellate body.

Except for those matters to which the Parties mutually agree pursuant to Education Code Section 47611.5, any dispute related to the provisions of YCCA shall be resolved as follows:

Uniform Complaints

Complaints alleging (1) unlawful discrimination; or (2) failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid program, career technical and technical education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements shall be investigated pursuant to the Uniform Complaint Procedures utilized by the YCCA.

For disputes involving employees, the Administrator of YCCA and the YCCA Executive Board designee shall meet with the YCCA employee representative to discuss any issue or disagreement related to one or more YCCA employees. After a full discussion of any such issue, the YCCA Executive Board designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue. (5 CCR Section 4600)

Employee Issues

Oversight, Reporting, and Revocation

The YCOE may inspect or observe any part of the school at any time. The inspection, observation, monitoring, and oversight activities shall be performed by YCOE. If the Yolo County Board of Education believes it has cause to revoke this charter, the Board agrees to notify YCCA writing, noting the specific reasons for which the charter may be revoked, and grant YCCA reasonable time to respond to the notice and take appropriate corrective action.

Other Issues

In all other matters, any disagreement not resolved by the Administrator, may be appealed to the YCCA Executive Board through a formal written statement. After a full discussion of any such issues with the complaining party and the Executive Board shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue.

See Appendix 5 for Board Policies and Uniform Complaint Procedures.

ELEMENT O: Labor Relations

Governing Law: *A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

All employees will be considered the exclusive employees of the YCCA for the purposes of the Education Employment Relations Act (EERA), unless otherwise mutually agreed in writing. Years of service credit will be approved by the YCCA Executive Board and will follow applicable collective bargaining unit agreements. Employment by YCCA will provide rights to employees as outlined in the applicable collective bargaining agreement. YCCA shall comply with the EERA.

ELEMENT P: Closure of Charter School

Governing Law: *A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Documentation of Closure Action

The decision to close the Yolo County Career Academy (YCCA), for any reason, will be documented by an official action of the Yolo County Board of Education in accordance with applicable law. The action will identify the reason for the school's closure. The County Superintendent of Schools or his designee will act as the designated entity responsible to conduct closure-related activities. All required records, including a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, if applicable, will be provided to the Superintendent or his designee. All pupil records, state assessment results, and any special education records will be maintained by the Superintendent, as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If feasible to do so, while still maintaining a viable and appropriate educational program, charter school closure will occur at the end of an academic year. Mid-year school closures will be avoided if possible, and the charter school and charter authorizer will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year. YCCA will provide advance notice to the Yolo County Board of Education, involved community members and partners, students, teachers, independent contractors, and community of any consideration for Board action of school closure of at least nine months prior to any action, unless unfeasible to do so.

Notification to the California Department of Education, SELPA, and State Board of Education

YCCA will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- Charter school name, charter number, and CDS code;
- Date of closure action;
- The name(s) and contact person(s) for information regarding closure;
- The pupils' districts of residence, if applicable; and
- The manner in which a student may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Notification to Parents and Students

Students attending YCCA will be notified as soon as possible when it appears school closure may be imminent. The notification will include information on assistance in transferring the student to another appropriate school, and a process for the transfer of all student records. Students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school, if appropriate for the student. YCCA will communicate with parents of adult students only under written permission of the student.

Notification to Receiving Districts

YCCA will notify any school district that may be responsible for providing education services to former students so the receiving district(s) will be prepared to assist in facilitating student transfers.

Student and School Records Retention and Transfer

YCCA will have a process for the timely transfer of student records to the students' district of enrollment or other school to which the student will transfer. YCCA will assist students in the transfer to other appropriate schools and facilitate the transfer of all student records.

Financial Close-Out

YCCA will commence an independent audit as soon as practicable, or at least within 60 days after the closure of the school, which may coincide with the regular required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities of the school. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit may be considered a liability of YCCA.

In addition to a final audit, YCCA will submit any required year-end financial reports to the California Department of Education, the Yolo County Board of Education, and the County Superintendent of Schools in the form and within the time-frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, YCCA administration and the Superintendent will develop a plan for the repayment of any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education. Any net assets remaining after all debts and liabilities of charter school (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be returned to YCOE.

FINANCIAL DETAILS

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Budget and Financial Reporting

The Yolo County Career Academy (YCCA) will implement a fiscally sound operational model, based on the following documents included in Appendix 7.

1. Budget assumptions
2. Projected first-year budget
3. Financial projections for first three years of operation

These documents are based upon the best data available to the YCCA petitioners at this time, including the most recent financial projections under the Local Control Funding Formula.

18-19 Enrollment	18-19 Revenue	19-20 Enrollment	19-20 Revenue	20-21 Enrollment	20-21 Revenue
50	\$716,623	100	\$1,373,508	110	\$1,403,336

The budget takes into the following costs for 2018-19:

2018-2019 Budgeted Expenses	
Total Certificated Salaries	\$251,557
Total Classified Salaries	\$45,102
Total Employee Benefits	\$88,509
Total Books and Supplies	\$9,200
Total Services and Other Operating Expenditures	\$204,357
Total Expenses	\$598,725

2019-2020 Budgeted Expenses	
Total Certificated Salaries	\$500,767
Total Classified Salaries	\$121,731
Total Employee Benefits	\$185,917
Total Books and Supplies	\$101,500
Total Services and Other Operating Expenditures	\$279,913
Total Expenses	\$1,189,828

2020-2021 Budgeted Expenses	
Total Certificated Salaries	\$523,233
Total Classified Salaries	\$130,502
Total Employee Benefits	\$206,256
Total Books and Supplies	\$151,750
Total Services and Other Operating Expenditures	\$302,588
Total Expenses	\$1,314,329

The student enrollment projections will result in revenues of \$716,623 and expenditures of \$598,724. This will result in a budget surplus of \$117,899 in year 1. In the second year, YCCA anticipates \$1,373,508 in funding, \$1,189,828 in expenditures, leaving a surplus of \$183,680. In its third year, YCCA is projecting to receive \$1,403,336 in funding and expend \$1,314,329, leaving a surplus of \$89,007.

Fund Balance	2018-19	2019-20	2020-21
Net Increase (Decrease) in Fund Balance	\$117,899	\$183,680	\$89,007

These funding projections are based almost solely on funding from ADA. The charter will also pursue funding from other sources, such as Federal and State workforce development projects, private donors, etc.

See Appendix 7 for Budget Assumptions, Multi-Year Projection, and Cash-Flow Analysis.

YCCA shall provide reports to the Yolo County Office of Education (YCOE) as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the YCOE:

- 1) By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- 2) By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.3.
- 3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of YCCA’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the YCOE, State Controller, State Department of Education and the Yolo County Superintendent of Schools.
- 4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5) By September 15, a final unaudited report for the full prior year. The report submitted to the YCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

YCCA will provide reporting to the YCOE as required by law and as requested by the YCOE including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP).

YCCA agrees to and submits to the right of the YCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, YCCA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the YCOE.

Oversight

Pursuant to California law, the YCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the YCOE may charge for the actual costs of supervisorial oversight of YCCA not to exceed one (1) percent of the revenue of YCCA. The YCOE may charge up to three (3) percent of the revenue of YCCA if YCCA is able to obtain substantially rent-free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of YCCA" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

CONCLUSION

By approving this petition for the establishment of the Yolo County Career Academy Charter School, the Yolo County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and encourage the creation of charter schools. As asserted in the charter school's mission, we are committed to offering the youth of Yolo County a high-quality educational program that empowers students to earn a high school diploma while acquiring college and career readiness skills that lead to engaged citizens, highly skilled workers and leaders in our community.

The YCCA petitioners pledge to work cooperatively with the Yolo County Board of Education to answer any concerns related to this petition and to present the strongest possible proposal requesting a five- year term to begin operation July 1, 2018. Upon the granting of this charter, YCCA will provide written notice of the approval and a copy of the petition to the California Department of Education and the State Board of Education.

Adult Education Resources:

The Yolo County Career Academy (YCCA) will provide high school equivalency support for students who are credit deficient and would like to pursue the HiSET exam as part of their educational goals. Students will be offered the HiSET exam as it is offered in an online format as well as a paper and pencil exam. Some students may have challenges with taking an online exam so offering the additional formats may assist with anxiety and other potential barriers. YCCA will collaborate with Woodland Adult Education for official HiSET testing.

Books:

The YCCA staff will utilize the Educational Testing Services (ETS) Official Guide to the HiSET Exam to assist students with preparing for the exam. Staff will also have access to HiSET Exam Resource books in all 5 subject areas written for strategies when working with adults. All staff will have workbooks for students to use in preparation for the HiSET.

Materials:

YCCA staff will have access to a variety of materials including online and paper resources. An example of online materials are described in the table below.

Objective	Suggested Materials	Classroom Activities
<p>Language Arts</p> <ul style="list-style-type: none"> • Reading • Writing <p>Help students become familiar with HiSET exam expectations by guiding them through the HiSET website to the provided resources.</p>	<p><u>HiSET® Tutorial Video</u></p> <p><u>HiSET® Test-taker Flyer (PDF)</u></p> <p><u>HSE Letter to Test Takers (PDF)</u></p> <p><u>HiSET® 2016 Test at a Glance (PDF)</u></p> <p><u>New HiSET® 2016 Scored Sample Writing Responses (PDF)</u></p> <p><u>New HiSET® 2016 Writing Response Scoring Guide (PDF)</u></p> <p><u>Essay Rubric for Instructors (PDF)</u></p> <p><u>Sample Essay Prompt (PDF)</u></p>	<p>Have candidates watch the <i>HiSET®</i> Tutorial Video and read the HSE letter and the test-taker flyer. Address questions or concerns.</p> <p>Help students understand the expectations for the Writing subtest by going through the suggested materials and addressing questions and comments. Ask students questions such as, "What are two things your essay should include to receive a passing score?" Possible student responses include,</p> <ul style="list-style-type: none"> • a clear and developed position • context for your ideas and claims • multiple unbiased perspectives • evidence drawn from provided text • formal style and objective tone <p>Extension: Have students select a rubric descriptor to focus on in their writing. Help them develop a plan for improving the selected skill independently. Have candidates respond to the Sample Essay Prompt prior to moving on to the HiSET Practice Tests.</p>
<p>Show students how to interpret pre- and post-test results and look for other support resources, starting with the HiSET website.</p>	<p><u>Free HiSET® Practice Test 1, 2 or 3</u></p> <p><u>HiSET® Practice Test Results: Are You Ready to Take the Exam? (PDF)</u></p> <p><u>HiSET® Study Companion (PDF)</u></p> <p><u>Khan Academy HiSET® Instructional Support Videos and Exercises (PDF)</u></p> <p><u>CBAL™ Quick Math Practice system</u></p>	<ul style="list-style-type: none"> • After having students take one of the free practice tests, ask a volunteer to explain how he or she arrived at the correct answer to one of the questions. Have other students share alternate solutions and facilitate the discussion to look for any repeated class errors. • Help students interpret their practice test results. • Guide students to use multiple preparation resources such as the study companion, the free Khan Academy HiSET videos and the Quick Math mathematics practice system, CBAL.

http://hiset.ets.org/s/p/resource_roadmap.pdf

Curriculum:

YCCA staff will have access to a variety of adult education basic education curriculum used throughout the adult education sites in Woodland, West Sacramento, and Davis. All YCCA students who identify the HiSET as their educational goal will complete the HiSET practice tests for all 5 testing areas to determine needed areas of focus. Each student will complete with their instructor an educational roadmap for areas to work on and assignments. Students will have access to the Aztec High School Equivalency test preparation software. Teachers will be able to track a student’s progress through the Aztec Software.

Assessments:

HiSET Computer and Paper-delivered Tests	Number of Test Questions	Content	Test Length
Language Arts - Reading	40 Questions	100% Multiple Choice	65 Minutes
Language Arts - Writing	51 Questions	Part 1: 100% Multiple Choice Part 2: 100% constructed-response/essay	Total length 120 Minutes
Mathematics	50 Questions	100% Multiple Choice	90 Minutes
Science	50 Questions	100% Multiple Choice	80 Minutes
Social Studies	50 Questions	100% Multiple Choice	70 Minutes
		Total Test Time	7 hours and 5 Minutes

YCCA Books and Materials for Core Coursework (High School Instructional Materials)		
Subject	Book Title	Publisher
English Language Arts		
	Timeless Voices, Timeless Themes	Pearson – Prentice Hall
	World of Vocabulary” series; A California Reading/Writing Review	Globe Fearon
	Impact Short Stories (and other readers)	Glencoe/McGraw-Hill
	English Skills Practice	Global Fearon
	Various Short Stories and Novels	American Reading Company
	A-G Approved Course	Odysseyware
ELD		
	Edge ELD Levels A, B	Hampton-Brown
	Various Short Stories and Novels	American Reading Company
Mathematics		
	Holt California Mathematics, Algebra Readiness	Holt, Rinehart & Winston
	Pre-Algebra	Glencoe/McGraw Hill
	Key to Algebra, Key to Percentages, Key to Fractions, Key to Decimals	Key Curriculum Press
	Mathematics for Carpentry and the Construction Trades	Pearson
	A-G Approved Course	Odysseyware
History-Social Studies		
	The Americans	McDougal Littell
	Modern World History	McDougal Littell
	“History Case Studies” series	Pearson/Prentice Hall,
	Economics	AGS
	United States Government	AGS
	A-G Approved Course	Odysseyware
Science		
	Earth Science, California Edition	Pearson
	Glencoe Biology	Glencoe McGraw Hill
	Glencoe Chemistry	Glencoe McGraw Hill
	A-G Approved Course	Odysseyware

Delivery of Instruction

A competency based blended model with direct instruction in core academic subjects (California State Standards/Common Core), Career Technical Education (CTE) and A-G approved online learning resources. All students will have personal learning plans that will drive their academic and career goals. Students will work on collaborative projects, learn from experts in the local industry, travel to local businesses to experience first-hand what they are learning in the classroom and finally, begin to prepare for all post-secondary opportunities.

Both CTE and Core Academic teaching partners will work collaboratively to lesson plan, create projects, organize activities with the business community, create assessments and develop work-based learning opportunities for their

students. This contextual learning approach includes community-based classroom practices and will enable students to learn by doing, providing the opportunity to develop relationships with potential employers in the community. Career pathway focused advisories will be coordinated by the career ready specialist and YCCA teachers and delivered to students on a weekly basis. All YCCA students completing their educational program will have earned a Career Ready Certificate after successful completion and presentation of their project based portfolio to business and community partners.

POLICY 0300
YOLO COUNTY SPECIAL EDUCATION
LOCAL PLAN AREA (SELPA)
LOCAL COMPLIANCE ASSURANCES

POLICY:

The Yolo County SELPA has been formed by member public school agencies to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by the participating member agencies. The Superintendents' Council is responsible for monitoring the approved plan to verify that each participating Local Education Agency (LEA) carries out the duties and responsibilities assigned to it within the plan. A combination of factors must be reviewed to determine the quality of a program or service or the degree to which an agency is compliant with the intentions of the law. As the State monitors LEAs and takes action to encourage and enforce compliance, it is incumbent upon SELPAs to precede State sanction with prevention and intervention activities. Through monitoring of the practices of LEAs, the SELPA can support LEA efforts, with targeted prevention activities and appropriate intervention, when necessary.

This policy is designed to identify the combination of factors that will be monitored by the LEAs, SELPA, and the State to ensure that responsibilities are met and to assure the level of support is provided by the SELPA.

Reference: EC 56205(i)
20 USC §1400, 1412 (a)(11)
29 USC §794

Superintendents' Council

Adopted: April 16, 2008
Second Reading: April 16, 2008
First Reading: January 16, 2008

PROCEDURE 0300

YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

LOCAL COMPLIANCE ASSURANCES

PROCEDURES:

The State has identified indicators on the State Performance Plan (SPP), State test scores, Compliance Review, Quality Assurance Program, Complaint Outcomes, Hearing Outcomes, Pupil Count, Self Review, and Maintenance of Effort as some of the activities that will be monitored for compliance and potential State intervention. Local Education Agencies (LEAs) and the SELPA will monitor these areas as well. When a combination of characteristics is present, the SELPA will provide specific support. The goal is to recognize the exemplary practices, with commendations and target SELPA resources in support of LEAs requiring assistance, while assuring that the practices of one LEA are not detrimental to other LEAs or the SELPA as a whole.

I. Compliance Commendation

- a. No significant non-compliance findings identified
 - b. Report data sources complete and provided in a timely manner
 - c. Dispute outcomes below Statewide levels
 - d. No issues identified by the State
- SELPA Support
 - Monitors data
 - Provides general training
 - Recognizes exemplary practices by sharing with other LEAs

II. Operational Non-Compliance

- a. Non-compliance issues identified
- b. Report data sources complete and provided in a timely manner
- c. Dispute outcomes below Statewide levels
- d. No significant issues identified by the State from self-review process

PROCEDURE 0300

LOCAL COMPLIANCE ASSURANCES (Continued)

- SELPA Support
 - Monitors data and notifies special education administrator and business manager
 - Assists with development and implementation of corrective action plan or improvement plan
 - Provides general training

III. Substantial Non-Compliance

- a. Corrective action plan requires the SELPA involvement
- b. Data incomplete or not provided in a timely manner
- c. Dispute outcomes above the Statewide levels
- d. State involved in on-site review and identification of non-compliant issues

- SELPA Support
 - Notifies LEA superintendent and the Superintendents' Council
 - Provides technical assistance
 - Assists with development and implementation of corrective action plan or improvement plan
 - Provides specific training
 - Delay monthly deposit of special education funding until reports, overdue after the State deadlines, are provided

IV. Systemic Non-Compliance

- a. Corrective action plan with outstanding issues after 3-12 months
- b. Data incomplete or not provided in a timely manner
- c. Dispute outcomes above the Statewide average and clusters of issues identified
- d. Multiple issues with performance among the lowest 15% as determined by the State
- e. State involved in on-site corrective action plan or improvement plan

- SELPA Support
 - Notifies Yolo County Office of Education (YCOE) Superintendent, LEA Superintendent, and the Superintendents' Council

PROCEDURE 0300

LOCAL COMPLIANCE ASSURANCES (Continued)

- Directs assigned SELPA program specialist to support implementation of elements of the corrective action plan to focus on technical assistance, specific training and monitoring of outcomes
- Delay monthly deposit of special education funding until reports, overdue after the State deadlines, are provided

V. State Sanctions

- a. Corrective action plan with outstanding issues after 12 months
 - b. Data incomplete or not provided in a timely manner
 - c. Dispute outcomes above the Statewide average and clusters of issues identified. Orders, agreements, or corrective action not implemented
 - d. Multiple issues with performance among the lowest 15% of the State with no substantial improvement over time
 - e. State involved in on-site corrective action plan or improvement plan including but not limited to assignment of an external monitor, court order, or the withholding of funds
- SELPA Support
 - Notifies YCOE Superintendent, LEA Superintendent, and the Superintendents' Council
 - Withholds funds from the specified LEA reflective of State action impacting the SELPA allocation
 - Directs assigned SELPA program specialist to support implementation of elements of the corrective action plan to focus on technical assistance, specific training and monitoring of outcomes
 - Delay monthly deposit of special education funding until reports, overdue after the State deadlines, are provided

Superintendents' Council

Adopted: April 16, 2008

Second Reading: April 16, 2008

First Reading: January 16, 2008

POLICY 0420.4

**YOLO COUNTY SPECIAL EDUCATION
LOCAL PLAN AREA (SELPA)**

CHARTER SCHOOLS

POLICY:

**PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS
VOLUNTARILY ENROLLED IN CHARTER SCHOOLS**

This Charter School Policy (“Policy”) applies to all charter schools that are chartered by a Local Education Agency (LEA) that is a member of the Yolo County Special Education Local Plan Area (SELPA) or chartered on appeal by the Yolo County Board of Education. This Policy also applies to any charter schools that are chartered by the State Board of Education for which oversight responsibilities have been assigned to a member of the SELPA.

Reference: EC § 56000 *et seq.*;
20 U.S.C. 1400 *et seq.* (Individuals with Disabilities Education Act (IDEA))

Superintendents’ Council

Adopted: May 16, 2007

First Reading: May 16, 2007

Second Reading: May 16, 2007

PROCEDURE 0420.4

YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

CHARTER SCHOOLS

PROCEDURES:

General Requirements for All Charter Schools

Students enrolled in charter schools are entitled to special education and related services provided in a similar manner to students enrolled in other public schools. Thus, charter schools within the SELPA shall comply with all applicable State and Federal laws regarding the provision of special education and related services. (Educ. Code § 56000 *et seq.*; 20 U.S.C. 1400 *et seq.* (Individuals with Disabilities Education Act (IDEA)). Children with disabilities enrolled in charter schools and their parents shall retain all rights under the Individuals with Disabilities Education Act (IDEA).

A charter school petition will be denied unless it includes appropriate assurances that special education instruction and/or services shall be provided to all eligible students enrolled in the charter school, in accordance with State and Federal law and the SELPA Local Plan (“Local Plan”). In addition, a charter school’s admission criteria shall not discriminate against any pupil on the basis of disability. Charter schools must delineate in their charter petition and/or memorandum of understanding (MOU) the entity responsible for providing special education instruction and related services. This petition and/or MOU must describe any anticipated transfer of special education funds between the granting LEA and the charter school and any provisions for sharing deficits and/or proration factors in funding. This document must affirm, in writing, that the district where the student resides, if different than the chartering LEA, is not responsible for providing special education services to students that are enrolled in the charter school.

All approved charter schools will be deemed public schools within a school district unless the charter school applies to the SELPA to become an LEA for the purpose of providing special education and satisfies the same criteria as other LEAs requesting to join the SELPA. The charter school petition must also state that prior to final approval of a request to be deemed an LEA, the charter school will be deemed a public school within the chartering or responsible SELPA-member school district.

PROCEDURE 0420.4

CHARTER SCHOOLS (Continued)

Type of Charter School

With regard to the provision of special education and related services, charter schools may be deemed either: (1) an LEA; or (2) a public school within the chartering or responsible school district. The manner in which a charter school receives funding for special education services, participates in the SELPA's governance structure, and is responsible for provision of special education and related services, is based on whether the charter school is deemed an LEA or a public school within a SELPA-member school district.

A charter school that is its own LEA will participate in the governance of the SELPA and receive state and federal funding for special education in the same manner as other school district members of the SELPA. An LEA charter school is also responsible for all costs and liabilities arising from or relating to its special education programs and obligations.

A charter school that is deemed a public school within a SELPA-member school district will participate in state and federal funding in the same manner as other schools within the chartering or responsible member school district.

Charter schools, as well as member districts, shall continue to adhere to all provisions of the Local Plan, including but not limited to, the following:

- Compliance Monitoring and Oversight Responsibilities.
- Share in SELPA Deficits.
- Accessing Regionalized Services.
- Local Plan Development.
- Assurances of Services
- State Eligibility Criteria for Special Education Identification.
- Policy and Procedure Development within the SELPA.
- Community Advisory Committee Requirements.

PROCEDURE 0420.4

CHARTER SCHOOLS (Continued)

SELPA Involvement With Approval and Renewal of Charters

Prior to approval of a new charter school, or renewal of an existing charter school, the petitioner shall consult with both the superintendent or designee of the chartering LEA and the SELPA Director to ensure that the charter school petition sufficiently addresses district and SELPA requirements and timelines as they relate to special education. The petition presented must provide assurances that all eligible students enrolled in the charter school will receive appropriate special education and related services in accordance with State and Federal law and the Local Plan. The charter petition shall provide assurances that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or the charter school's inability to serve the student. The SELPA will be available to provide consultation on the potential fiscal impact and benefit that may be associated with granting the requested charter. Each charter petition must contain a reasonably comprehensive description of the charter school's educational program, as it relates to the provision of special education services, including, but not necessarily limited to, the following:

- The specialized instruction and services available at the charter school;
- The procedures for ensuring that students are referred, assessed and served in a timely manner;
- Assurances that staff members providing special education services are appropriately credentialed;
- Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs;
- Disenrollment, suspension and expulsion policies and procedures must ensure that the protections of federal and state law are afforded to special education and Section 504 eligible students; and

PROCEDURE 0420.4

CHARTER SCHOOLS (Continued)

- Dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA, regarding the provision of special education services in the charter school.

The California Department of Education points of legal clarification are as follows:

- The Local Plan, which allows inclusion of charter schools that request to be deemed an LEA member of the SELPA, cannot establish additional criteria or preconditions, beyond those applicable to member districts, for admission of a charter school.
- The Local Plan, which allows inclusion of charter schools that request to be deemed an LEA member of the SELPA, must allow any charter school in the state that is “deemed to be an LEA”, to apply to join the SELPA as a member district (LEA).

The Local Plan, which allows inclusion of charter schools that request to be deemed an LEA member of the SELPA, shall comply with all state and federal laws regarding special education.

Chartering or Responsible LEAs Role With Regard to Non-LEA Charter Schools

The chartering LEA should develop and adopt the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular programs administered by the chartering LEA. For non-LEA charter schools, the chartering LEA shall:

- Receive all applicable special education funds as specified in the SELPA's Assembly Bill (AB) 602 Funding Allocation Plan. The allocation per Average Daily Attendance (“ADA”) for these charter school students will be the same as that received by the chartering LEA, if chartered by a district. If the chartering LEA is a County Office of Education, the allocation for students enrolled in the charter school will be equal to the average allocation per ADA of member districts within the SELPA.

PROCEDURE 0420.4

CHARTER SCHOOLS (Continued)

- Represent the needs of charter schools, like other schools within the LEA, in the SELPA governance structure. The chartering LEA shall be responsible for ensuring that all eligible students are appropriately served. The chartering LEA shall be responsible for procuring and funding appropriate special education services, even though the student may live within another district in Yolo County or another county contiguous to Yolo County. The chartering LEA may contract for these services with public or private educational entities.
- When a charter school student lives outside the boundaries of the chartering LEA, the district in which the child lives shall have no responsibility to provide services or pay excess costs.
- The chartering LEA and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs, and any other costs associated with educating charter school special education students.
- The charter school may also be held fiscally responsible for an equitable share of any encroachment on the chartering LEAs funds that is created by the provision of special education services throughout the chartering LEA.

Charter Schools as an LEA within the SELPA

A charter school may apply to become an LEA for the purpose of special education services. The application process for a proposed charter school LEA will be the same as any other LEA wishing to be a member of the SELPA. Application must be made to the SELPA by January 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. Once granted LEA status, a charter school will participate in the governance of the SELPA in the same manner as other SELPA members. The representative to the Superintendents' Council and the Joint Program Administrators Committee (PAC) and Chief Business Officials (CBO) Advisory Committee (Joint PAC/CBO Advisory

PROCEDURE 0420.4

CHARTER SCHOOLS (Continued)

Committee) must be the Chief Executive Officer, Program Director, and Chief Business Officer respectively. The Superintendents' Council will make the final determination whether the charter school has the capacity and intent to meet all requirements of an LEA.

Once deemed an LEA, the charter school will be responsible for and entitled to the following:

- Policies and procedures that assure compliance with all State and Federal laws related to special education (ages birth to 22).
- Meet the terms of State and Federal law and the Local Plan regarding Identification, Referral, and Placement.
- Meet the terms of State and Federal law and the Local Plan regarding Procedural Safeguards.
- Meet the terms of State and Federal law and the Local Plan regarding Regionalized Services.
- Meet the terms of State and Federal law and the Local Plan regarding students in Hospitals, Licensed Children's Institutions and Juvenile Court/Community Schools.
- Meet the terms of State and Federal law and the Local Plan regarding Costs of Programs and Services, including transportation.
- Meet the terms of State and Federal law and the Local Plan regarding excess costs of Regionalized Services.
- Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment.
- Provide necessary staff as required to meet Federal and State mandates
- Utilize SELPA approved forms.

PROCEDURE 0420.4

CHARTER SCHOOLS (Continued)

- Place special education students in programs administered by other SELPA members only with either inter or intra-SELPA permits and/or inter-district permits.
- Name one representative to the Superintendents' Council and two for the Joint PAC/CBO Advisory Committee.
- Participate in and receive regionalized services in the same manner as other districts within the SELPA.
- Receive State and Federal funding for special education in accordance with the SELPA resource allocation plan.
- Document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of Federal, State, and local funds apportioned to charter schools.
- Contribute to, participate in, and receive the benefits of reimbursement from the SELPA Nonpublic School and Legal Pool in the same manner as other members.
- Receive State and Federal funding for special education in accordance with the SELPA AB 602 Funding Allocation Plan. The LEA charter school will be entitled to special education allocations that are based on the school's ADA at the average rate received by member districts.
- Any available federal funds will be disbursed one year in arrears and calculated based on applicable special education counts, in the same manner as other members of the SELPA.
- Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, services, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints, and attorney fees.

PROCEDURE 0420.4

CHARTER SCHOOLS (Continued)

- Special education apportionment must be used solely for the purpose of providing special education instruction and/or services to identified students with disabilities. Any apportionment not used for provision of special education will be reviewed by the Superintendents' Council and Joint Advisory Committee for potential recapture and/or reallocation of funds.

Participation in the SELPA Governance Structure by an LEA Charter School

An LEA charter school must designate its Chief Executive Officer to participate directly on the Superintendents' Council, though, under certain circumstances, it may be able to designate another individual as its representative, in accordance with SELPA policies and procedures and/or the Local Plan.

The Superintendents' Council is responsible for generating and revising the Local Plan and for establishing those administrative policies as may be required to ensure successful operation of the Local Plan. Input into the Local Plan is provided through the Community Advisory Committee, general educators, and administrators.

Policy needs are brought to the attention of the SELPA Director and presented to the Joint PAC/CBO Advisory Committee for review. Policies are formulated and proceed through the approval process. The Joint PAC/CBO Advisory Committee has representation from each LEA in this process.

Policies shall be kept current and reviewed annually. All policies of the Yolo County SELPA shall conform to the provisions of the California Education Code and California Code of Regulations as they relate to the Yolo County SELPA Local Plan.

Reference: EC § 56000 *et seq.*;
20 U.S.C. 1400 *et seq.* (Individuals with Disabilities Education Act (IDEA))

Superintendents' Council

Adopted: May 16, 2007

First Reading: May 16, 2007

Second Reading: May 16, 2007

**POLICY 3100.70
METHOD OF DISTRIBUTION OF FUNDS**

**YOLO COUNTY SPECIAL EDUCATION
LOCAL PLAN AREA (SELPA)**

AB 602 ALLOCATION PLAN

A. ALLOCATION METHODOLOGY

1. For the purposes of this section, revenue is defined to be those funds received by the SELPA Administrative Unit (AU), including: state aide, special education property taxes, and the federal Individuals with Disabilities Education Act (IDEA) Basic Local Assistance grant. This is intended to encompass all AB 602 base plus ongoing equalization, (Cost of Living Adjustment (COLA), growth and Special Disability Adjustment funding, excluding AB 602 program funds and low incidence funds. For the purposes of this section, this will be referred to as the AB 602 apportionment.
2. The SELPA AU is the designated recipient of the AB 602 apportionment on behalf of the member Local Education Agencies (LEAs). All references to LEA(s) shall include any member LEA charter school(s). The AB 602 Allocation Plan does not apply to non-LEA charter schools which are considered to be a school of the chartering LEA for purposes of special education.
3. In this section, revenue does not include specific grants allocated to the SELPA AU by the State of California, nor does it include federal grants, except the IDEA Basic Local Assistance grant allocated to the SELPA AU. Additionally, revenue does not include those funds allocated directly to a SELPA member by any agency including, but not limited to grants, Medi-Cal billings, revenue limits, and block grants.
4. For the 2018-2019 fiscal year, an implementation factor of 75% will be applied to the AB 602 Allocation Plan methodology. Full implementation of the AB 602 Allocation Plan methodology will begin in the 2019-2020 school year.

B. OVERVIEW

1. The Yolo County SELPA Joint Program Administrators' Committee/Chief Business Official (PAC/CBO) Advisory Committee has identified Regional Priority Allotment Programs and designated Yolo County Office of Education (YCOE) to operate said programs. Regional Priority Allotment Programs will be funded with AB 602 apportionment off the top.

2. Esparto Unified School District and Winters Joint Unified School District annually will receive a small district supplement, up to \$300,000, which will be allocated based on prior year's P2 Average Daily Attendance (ADA). Small district supplement funds may be used for: residential placement expenditures; fee for service program expenditures; and/or legal fees. In a given year, if Winters or Esparto do not need the entire \$300,000 small district supplement, unallocated funds would be rolled into the Nonpublic School (NPS) Reimbursement Pool.
3. The SELPA AU will retain 2.5% of the AB 602 apportionment to fund a certified NPS Reimbursement Pool. SELPA member LEAs will have the ability to request from the SELPA a partial reimbursement of their annual NPS costs with adherence to the following guidelines:

By July 31st, each LEA will submit to the SELPA an NPS reimbursement claim which details the NPS name and identification code, student name, and the total annual cost of the placement for the prior fiscal year.

An LEA may not request reimbursement for an NPS placement unless that placement was first approved by the SELPA. Each LEA's NPS cost claim will be reimbursed based on a proration factor determined by dividing the NPS Reimbursement Pool total value (revenue) by the total of the LEAs' cost claims for that fiscal year. These reimbursements will be paid to each LEA within 30 days of receiving all the cost claims. The NPS Reimbursement Pool will be funded with AB 602 apportionment off the top.

4. The Yolo SELPA will provide an equalization adjustment for SELPA member LEAs who underutilize the Regional Priority Allotment Equalization Programs (i.e., the infant program, special day classes for students who are severely disabled, and elementary special day classes for students who are deaf or hard of hearing (DHOH). Underutilization will be determined by comparing the percentage of students from each LEA participating in the Regional Priority Allotment Equalization Programs to each LEA's *expected usage* of these programs. *Expected usage* is the number of pupils who could be enrolled in Regional Priority Allotment Equalization Programs, which is determined by calculating the percentage of the district's ADA divided by the SELPA's total prior year P2 Average Daily Attendance (ADA). See exhibit A. For LEAs with a negative difference between their expected usage and actual enrollment in the Regional Priority Allotment Equalization Programs, the difference in the number of students will be multiplied by the average cost of the Regional Priority Allotment Equalization Programs. This product will be applied back to any LEA underutilizing the Regional Priority Allotment Equalization Programs. The equalization adjustment will be funded with AB 602 apportionment off the top.
5. The balance of the AB 602 apportionment not allocated as a Regional Priority Allotment or off the top allocation, as described above, shall be shared by all district member LEAs on a flat amount per prior year P2 ADA.

6. Annually, by August 31st, each LEA in the Yolo County SELPA shall provide to the SELPA an accounting of its prior year actual Special Education expenditures related only to those services mandated by a student's IEP. Any AB 602 revenues previously allocated to the LEA through the SELPA AB 602 Allocation Plan that are in excess of the documented Special Education IEP expenditures shall be returned to the SELPA for redistribution to the other LEAs whose documented Special Education IEP expenditures are in excess of their AB 602 revenues. The excess AB 602 revenue will be allocated back on a per ADA basis to those LEAs that demonstrate excess Special Education costs.

C. YOLO COUNTY SELPA PROGRAMS

1. The Regional Priority Allotment Programs, operated by YCOE, include the following programs and services as identified by the Yolo County SELPA Joint PAC/CBO Advisory Committee:
 - Special Day Classes for Students who have Severe Disabilities
 - Elementary Special Day Classes for Students who are Deaf or Hard of Hearing (DHOH)
 - Low Incidence (DHOH, Visually Impaired (VI)/ Orientation and Mobility (O&M)) Itinerant Services
 - Assistive Technology/Orthopedically Impaired Itinerant Services
 - Dan Jacobs/Juvenile Hall/Alternative Education Resource Specialist Provider (RSP) Itinerant Teacher
 - Adapted P.E. Itinerant Services
2. Infant Services will continue to be funded through the J-50 unit allocation model with YCOE as the mandated operator. Excess costs will be paid using the AB 602 apportionment off the top.
3. The Yolo County Office of Education, as program operator for the Regional Priority Allotment Programs, may make mid-year budget adjustments to meet student needs as long as budget adjustments cumulatively over the course of the year do not exceed the amount in the Yolo County SELPA's 5% program reserve. The Yolo County Office of Education will bring forward mid-year budget adjustments, which do not exceed the Yolo County SELPA's 5% program reserve, to the Yolo County SELPA Joint PAC/CBO Advisory Committee as an information item. Then, an adjusted estimate will be presented to the Yolo County SELPA Joint PAC/CBO Advisory Committee annually at 2nd interim. Mid-year budget adjustments, in excess of the Yolo County SELPA's 5% program reserve, will to be brought to the Yolo County SELPA Joint PAC/CBO Advisory Committee and then to the Superintendents' Council for consideration.
4. Additional services, that are IEP driven (i.e., sign language interpreters, 1:1 para professionals, 1:1 licensed vocational nurses, home instruction, related mental health services), outside of the Regional Priority Allotment Programs will be provided and paid for off-the-top.

5. Changes in services resulting from State/Federal mandates will be reviewed by the Joint PAC/CBO Advisory Committee for recommendation to the Superintendents' Council.
6. Annual Reviews
 - a. The Yolo County SELPA Joint PAC/CBO Advisory Committee shall review the AB 602 Allocation Plan and formula at least annually and make recommendations to the SELPA Superintendents' Council as appropriate.
 - b. YCOE shall make available to the SELPA Superintendents' Council its prior year unaudited actual expenditures for the operation of Regional Priority Allotment Programs no later than April of each year.

D. FEE FOR SERVICE NOTATION

In addition to the Regional Priority Allotment Programs, the Yolo County SELPA Joint PAC/CBO Advisory Committee has identified additional regional programs and designated YCOE to operate said programs. These programs will operate on a fee for service model. The Yolo County SELPA Joint PAC/CBO Advisory Committee determined the regional programs not included in the Regional Priority Allotment Programs currently designated to be operated by YCOE are:

- Horizon
- Adult Living Skills (Davis)
- Autism K-12

Additional services, that are IEP driven (i.e. sign language interpreters: 1:1 para professionals, 1;1 licensed vocation nurses, home instruction, related mental health services), will be provided by YCOE and paid for by the student's district of residence.

E. PROGRAM RESERVE

- Maintain a 5% reserve.
- Unexpended annual funds, which have been allocated through SELPA apportionment revenue to YCOE AB 602 allocation, shall be first allocated to a YCOE reserve account not to exceed 5% of current year YCOE programs' total expenditures.
- This reserve shall be reimbursed annually, as needed, at the start of the fiscal year and maintained by YCOE to guard against unforeseeable circumstances.

F. PROGRAM SPECIALIST/ REGIONALIZED SERVICES FUNDING

Beginning with the 2013-14 fiscal year, the Program Specialist/Regionalized Services (PS/RS) funding has been rolled into the Special Education AB 602 funding base, per legislative action. The SELPA will fund the SELPA AU based on the SELPA AU's actual budget, up to 5% of the AB 602 apportionment, for operating expenses.

Additionally, the Yolo County SELPA Personnel Development Grant allocation of \$13,220, which has also been rolled into the Special Education AB 602 based on legislative action, shall continue to be allocated to the SELPA.

Reference: EC §56205-56208

Superintendents' Council

Revision Adopted:

Revision Adopted: 05/08/2017

Revision Adopted: 05/22/2015

Revision Adopted: 06/27/2012

Revised and Approved: 05/21/2008

Revision Adopted: 06/20/2007

Revised Second Reading: 06/20/2007

Revised First Reading: 05/16/2007

Adopted: 12/13/2006

Second Reading: 11/15/2006

First Reading: 06/21/2006

Exhibit A – With Sample Data

Off-the-Top (Multiple Disability, DHH, Infant, Itinerant Services)						Average YCOE Regional SDC Off-the-Top Plus Infant Program Cost				
	Multiple Disability	DHH	Infant	YCOE itinerant services (i.e., APE, HI, AT, RS)	Total	Program Usage	Multiple Disability	DHH	Infant	Average Program Cost
Davis	4	3	12		19	16.67%	\$53,638.00	\$92,421.00	\$3,125.00	\$49,728.00
Esparto	3	0	5		8	7.02%				
Washington	16	1	14		31	27.19%				
Winters	2	2	3		7	6.14%				
Woodland	24	8	17		49	42.98%				
Total	49	14	51		114	100.00%				
						2016-2017 P2 ADA 27,858.37				
District Portion of the SELPA vs. YCOE Regional SDC Off-the-Top Program Use										
	2016-17 P2 ADA	District Portion =2016-17 P2 ADA/27,858.37	Program Usage		Difference					
Davis	8226.45	29.53%	16.67%		-12.86%	A district at this time with utilization under the district proportion.				
Esparto	890.26	3.20%	7.02%		3.82%					
Washington	7734.77	27.76%	27.19%		-0.57%	A district at this time with utilization under the district proportion.				
Winters	1470.66	5.28%	6.14%		0.86%					
Woodland	9536.23	34.23%	42.98%		8.75%					
Total	27858.37	100.00%	0.00%		0.00%					

District Portion of the SELPA vs. YCOE Regional SDC Off-the-Top Program Use					
	2016-17 P2 ADA	District Portion =2016-17 P2 ADA/27,858.37	Program Usage		Difference
Davis	8226.45	29.53%	16.67%		-12.86%
Esparto	890.26	3.20%	7.02%		3.82%
Washington	7734.77	27.76%	27.19%		-0.57%
Winters	1470.66	5.28%	6.14%		0.86%
Woodland	9536.23	34.23%	42.98%		8.75%
Total	27858.37	100.00%	0.00%		0.00%

29.53% of 114 total kids in YCOE Regional SDC Off-the-Top Programs =	33.66368169
For Davis, based on enrollment, 33.66 students could be "expected" to be in Off-the-Top Programs. Davis has 19 students in these programs so 14.66 additional students could be "expected" to be enrolled.	
Equalization Adjustment = (# students * Average Program Cost)	\$729,195.56
27.76% of 114 total kids in YCOE Regional SDC Off-the-Top Programs =	31.65166447
For Washington, based on enrollment, 31.65 students could be "expected" to be in Off-the-Top Programs. Washington has 31 students in these programs so 0.65 additional students could be "expected" to be enrolled.	
Equalization Adjustment = (# students * Average Program Cost)	\$32,405.97

YOLO COUNTY CAREER ACADEMY

CLASS TITLE: TEACHER

BASIC FUNCTION:

Under the direction of a Director, Principal, Vice Principal, instruct alternative education, special education, and Career Technical Education students individually, and in small groups, and whole class direct instruction in accordance with YCCA Executive board policies and procedures; develop and implement Individualized Education Plan and Personal Learning Plan (PLP) goals, assess students, and coordinate programs to increase independence and functioning in society, socially, vocationally and academically.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Design and implement curriculum and lesson plans based on state content and performance standards; provide for individualized and group instruction; schedule instructional periods; assess student progress; teach various subjects utilizing specialized software as necessary; maintain related records.

Instruct students with special needs regarding individualized tasks to implement and achieve IEP goals.

Participate as a member of multi-disciplinary IEP/PLP teams; attend IEP/PLP meetings; provide input to goals; conduct pre- and post-assessments and perform other data collection; prepare reports and maintain inter-agency and district contacts regarding IEPs and PLPs.

Perform specialized physical health care procedures as trained and assigned and in accordance with specialized training provided by a health specialist; as trained and qualified, operate and instruct students and staff in the use of various apparatus to assist in mobility and to lift and position students.

Assure the proper implementation of objectives for each student by trained individuals in accordance with IEPs.

Teach self-help skills involving personal hygiene; teach recreational/leisure skills.

Design and implement appropriate behavior management techniques for use in instructional and disciplinary purposes.

Plan and supervise field trips to the community for shopping, enrichment, or self-help teaching purposes or to other sites consistent with instructional objectives.

Arrange with other teachers and monitor the integration of students in regular school classrooms.

Interact with parents; conduct initial interviews and conferences with parents; discuss student progress with parents on an on-going basis.

Teacher - continued

Administer and monitor state and local student assessments.

Train and provide work direction and guidance to assigned assistants and specialists.

Participate in a variety of special project teams and committees; participate in teacher and staff meetings and other in-service training programs.

Prepare a variety of reports for parents, police, probation departments, community agencies, administration and others.

Provide job coaching, vocational training and other skills.

Provide CPR and first aid as necessary.

OTHER DUTIES:

Perform related duties as assigned.

ALTERNATIVE EDUCATION OPTION:

Teach multiple subjects in a charter school program, community school, or juvenile hall including classroom and/or job site settings with students typically ages 16 through 24 years' old

Advise students and parents regarding academic and career issues; refer students and parents to appropriate agencies for family and substance abuse issues.

Maintain contact and partnerships with school districts, probation departments, other County agencies and the courts; refer regarding drug and alcohol intervention needs.

For student work-based classes, work/supervise students in the field/work sites including walking long distances and teach/participate during weeklong trips to work sites.

Requirement: Valid appropriate California Teaching Credential.

Teach visually impaired children to move safely and independently.

Orient students to new environments; take students on community lessons.

Travel from site to site to assist students in walking independently from one location and to use proper guide skills.

Requirement: Valid appropriate California Teaching Credential.

RESOURCE SPECIALIST OPTION:

Provide direct instruction in academic, career and vocational development to Resource Specialist Program students on a one-to-one or small group basis.

Teacher- continued

Provide instruction to RSP students in one or more schools. Travel from school to school as required.

Assess student's performance levels, using a variety of appropriate instruments, in cooperation with other specialists.

Provide staff development services to teachers and other staff.

Requirement: Valid appropriate California Teaching Credential.

CTE OPTION:

Provide job coaching and work experience opportunities for students.

Align curriculum with state academic and industry standards.

Coordinate advisory committee and partner with post-secondary on articulation agreements.

Requirement: Valid appropriate California Teaching Credential.

Requirement: Valid appropriate California Teaching Credential.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

California State Adopted Standards and assessment instruments.

Principles, theories, practices, methods and techniques used in curriculum development and classroom instruction for assigned program.

Classroom procedures and appropriate student conduct.

Child guidance principles and practices related to children and adult students with special education needs.

Problems and concerns of students with special needs.

Curriculum and lesson plan development to meet IEP/IFSP/ILP or other educational goals.

Equipment operation related to special education students.

Terminology involved in special education or alternative education programs.

Principles of training and providing work direction.

Proper lifting techniques.

Interpersonal skills using tact, patience and courtesy.

Applicable sections of the State Education Code and other applicable laws.

Research methods and report writing techniques.

Basic computer operation.

First aid and CPR.

IEP/IFSP/ILP process.

Behavior modification techniques.

Student and parent rights with respect to alternative education and special education programs.

Teacher- continued

ABILITY TO:

Perform specialized procedures to assist high-risk students.

Instruct special education or alternative education students in individualized tasks to achieve IEP/IFSP/ILP goals.

Understand and relate to children with special needs.

Operate and demonstrate the use of laboratory materials and equipment.

Monitor and evaluate student progress.

Train and provide work direction to others.

Establish and maintain cooperative and effective working relationships with others.

Maintain records and prepare reports.

Compile and verify data and prepare reports.

Maintain current knowledge of program rules, regulations, requirements and restrictions.

Analyze situations accurately and adopt an effective course of action.

Interact effectively and sensitively with individuals from diverse backgrounds and demonstrate an understanding, patient and receptive attitude toward children.

Maintain confidentiality of student information.

Work independently with little direction.

Meet schedules and time lines.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree and additional certification related to students served.

LICENSES AND OTHER REQUIREMENTS:

Valid appropriate California Teaching Credential.

Some positions within this classification may require specialized skills such as sign language or Braille.

Some positions in this class may be itinerant and travel from site to site. Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Alternative education, regular education and community work environments including indoor and outside environments under varied weather conditions.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Lifting and moving students and equipment which involves lifting up to 50 pounds.

Reaching overhead and above shoulders.

Pushing wheelchairs.

Hearing, speaking and/or signing to exchange information and provide instruction.

YOLO COUNTY CAREER ACADEMY

CLASS TITLE: PARAEDUCATOR

BASIC FUNCTION:

Under the direction of an assigned supervisor, assist certificated teaching staff and other specialists in providing instruction to individuals or small groups of students assigned to alternative education programs/services, participating in a variety of instructional support duties in multiple settings; reinforce, monitor and report on student progress regarding behavior and instructional performance, as directed by the certificated staff; perform a variety of clerical duties as assigned.

NOTE: Paraeducators may be assigned within any and all programs as needed to meet the needs of the students.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Assist certificated teaching staff in providing and reinforcing instruction to individuals or small groups of students in a variety of classroom and educational settings; utilize recommended methods of instruction and communication modalities to achieve goals and objectives set forth in the Individual Education Plan (IEP) and/or California State Standards, who are English proficient, non-English proficient or limited English proficient within general and special education classrooms.

Perform clerical duties including maintaining records, student data sheets and records of student progress; prepare a variety of reports including written legal reports regarding students removed from school for disciplinary reasons, reports for probation officers, and special incident reports regarding action and safety of students as necessary.

Communicate with teachers, specialists and therapists concerning strategies, programs and materials to meet student needs; serve as a liaison for certificated staff and other specialists regarding parent questions and concerns; collaborate with team member to support students' needs and progress.

Assist teachers in the instruction and supervision of students with behavior or emotional problems; observe and manage behavior and interactions of students according to approved procedures; report progress regarding student performance and behavior.

Operate office equipment such as but not limited to a copier, fax machine, computer and laminator as necessary.

Assist with the instructional environment including indoor and outdoor; lead and monitor playground activities and movement education/physical education; set up work areas, displays and exhibits, operate audio-visual equipment, operate educational training equipment; distribute and collect materials and supplies; prepare educational materials and correct student assignments.

Paraeducator – continued

Assist in the planning for and completing the inventory of supplies, collect, assemble and distribute materials and equipment to meet the learning needs of the students; order instructional materials, when necessary.

Adhere to all health and safety practices and procedures; assist in maintaining a clean and orderly classroom and indoor and outdoor learning environment.

Respond to students with seizures or other medical conditions needing monitoring, specialized response protocols or instructed interventions for their participation in the school day; document seizures or other identified conditions per protocols or interventions and complete required record keeping.

Assist and supervise students in individual and group settings including indoor and outdoor environments within the school campus, community based instruction, field trips, and job locations for skill development; transport students as assigned.

Accompany alternative education students to general education classrooms when needed for successful integration; assist general education teacher in adapting and modifying classroom materials and instruction for use by students.

Accompany special education and alternative education students to an alternative space or room when they are in crisis; using Special Education Local Plan Area (SELPA) or school approved de-escalation techniques and approaches, assist students in resolving problems; and redirect students.

Assist students in the use and care of various orthopedic devices including performing simple maintenance tasks on wheelchairs, walkers, and other equipment or other assistive devices; as appropriate and as needed; under direction and guidance of certificated staff and specialists.

Assist and supervise students in the use of classroom computers, educational technology and adaptive equipment; set up equipment for use; and assist students with electronic communication devices as needed.

Demonstrate respect and dignity to all students; attend to the educational, emotional, physical and overall safety of students who are non-ambulatory, have limited mobility, or independently mobile; are verbal, non-verbal, or use alternative communication system, promoting safe independence to the extent possible.

Provide appropriate supervision and continue educational instruction and program for students regardless of the presence of the professional staff.

Attend and participate in staff meetings, in-service training programs and other meetings as assigned.

Perform special feeding and positioning techniques as prescribed; administer specialized health care procedures; administer prescribed medication to students under the direction of teacher, therapist, nurse, or specialists.

Paraeducator – continued

Provide instruction and academic support to students in all core standard and modified curriculums in subject areas aligned to California State Standards including pre-algebra and algebra, English, language arts, etc. for students working toward achieving a California high school diploma, GED, or certificate of completion.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Sign language may be required for some positions.

Braille may be required for some positions.

General needs, problems, learning styles, and requirements of students with behavior and emotional problems and special needs students.

Child guidance principles and practices.

Principles of group behavior and dynamics.

Basic core standard curriculum subjects taught in schools, including arithmetic, pre-algebra and algebra, grammar, spelling, language arts and reading.

Safe practices in classroom, on playground, at indoor/outdoor activities, and on school campuses.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communication skills demonstrating correct use of English.

Interpersonal relations skills using tact, patience and courtesy.

Record-keeping techniques.

Classroom procedures and conduct.

Basic universal health care practices and techniques.

Emergency school procedures and practices.

ABILITY TO:

Assist certificated staff with instruction and related activities of the assigned learning environments.

Assist students in developing independence, self-help and social skills.

Understand and follow oral and written directions.

Learn the procedures, functions and limitations of assigned duties.

Establish and maintain effective working relationships with others including students, parents, faculty and the public.

Communicate effectively both orally and in writing with students, parents and adults.

Operate various instructional, therapeutic and office equipment.

Establish and implement consistent, firm, and appropriate limits.

Learn, apply, interpret and explain specialized mathematics, reading, writing and other tests for students.

Follow and modify lesson plans to fit individual student needs.

Demonstrate a patient, respectful understanding and receptive attitude toward students with special needs, including those with disruptive emotional characteristics.

Understand and apply rules, regulations, policies and procedures.

Use educational technology appropriately.

Paraeducator – continued

Perform clerical duties such as filing, duplicating and maintaining records. Perform basic health care services for students with special needs.

EDUCATION AND EXPERIENCE:

High school diploma or equivalent. Experience in teaching, care and assistance with students or individuals with special needs.

LICENSES AND OTHER REQUIREMENTS:

Some positions may be required to possess sign language skills.

Some positions may be required to provide evidence of sign language proficiency skills as measured by an outside state approved EIPA, ESSE or NAD/ACC exam with a score of 3.0 or better.

Some positions may be required to possess Braille skills.

Incumbents are required to pass a basic skills proficiency exam.

Some positions may be required to translate (written and orally) in a designated second language. Some positions in this class may be itinerant and/or require travel from site to site or with students during school day.

Valid California driver's license.

Basic First Aid and valid CPR certificate issued by an authorized agency.

WORKING CONDITIONS:

ENVIRONMENT:

Classroom environments for general and special education students and a variety of school campuses.

Indoor and outdoor environments, such as but not limited to public or private community sites and field trip locations, job sites, and other school related event locations and environments. Travel in vehicles (i.e. car, school bus, van, public transportation) as required.

PHYSICAL DEMANDS:

Lifting and carrying moderately heavy equipment, materials, and supplies.

Lifting students who weigh up to 50 lbs. (up to 20 lbs. for Dan Jacobs), participate in team lift of students who weigh over 50 lbs.

Dexterity of hands and fingers to manipulate specialized apparatus and standard office and classroom equipment as well as grasp and hold equipment and students safely.

Bending at the waist, kneeling, squatting, stooping or crouching to assist students.

Seeing to read, with or without visual aids, a variety of materials and computer screens and visually supervise student activities.

Hearing and understanding speech at normal room levels and on the telephone.

Speaking in audible tones so that others may understand clearly in normal conversations, in training sessions, and meetings.

Drive a vehicle to transport students as assigned.

Accompany students on school bus, van, or public transportation.

Standing or sitting for extended periods of time.

Pushing or pulling students in wheelchairs, sling lifts, standards, etc., and/or guiding use of orthopedic equipment and supports, such as but not limited to walkers, pacers, etc.

YOLO COUNTY CAREER ACADEMY

CLASS TITLE: ADMINISTRATIVE SECRETARY

BASIC FUNCTION:

Under the direction of an assigned supervisor, perform secretarial and clerical work related to the assigned department; assist the administrator with administrative matters requiring knowledge of department policies and procedures and related YCCA rules and regulations; plan, organize and coordinate office activities and communications for the assigned site or department; train and provide work direction to staff.

DISTINGUISHING CHARACTERISTICS:

This is the mid-level classification in the secretarial family. The Administrative Secretary works under minimal supervision. The Administrative Secretary is distinguished from the Secretary in that daily work assignments are more varied and require the incumbent to possess and utilize comprehensive knowledge of the department or site.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Perform secretarial and clerical work related to the function and programs to which assigned; plan, organize and coordinate activities to assist the administrator in administrative matters.

Train and provide work direction to staff; monitor and coordinate the work of others to insure accuracy and timely completion of assignments; participate on interview panels as requested.

Organize and coordinate office workflow to assure the proper and timely completion of work; monitor and adjust assignments to assure work is completed in accordance to established standards and procedures.

Greet visitors and answer telephones; provide information or redirect visitors and callers to appropriate personnel; provide detailed information and answer questions regarding YCCA programs, policies, procedures and regulations; respond to inquiries and complaints or refer to appropriate personnel.

Organize and establish filing and record-keeping systems; sort and route mail and correspondence for administrator's personal reply or signature.

Assists in monitoring and maintaining fiscal records of State and federal grants as assigned; assist in preparing and maintaining budget and other financial records for assigned programs and functions; requisition office supplies and materials to assure adequate inventory levels; record expenditures for equipment, supplies and maintenance; arrange for payments, purchase orders and other expenditure documents; make budget adjustments as necessary.

Operate a computer, assigned software and other standard office equipment as assigned.

Administrative Secretary - Continued

Perform various personnel related activities including review and process of time sheets, receiving and processing staff attendance/absence request forms, and monitoring the substitute list and notifying teachers of availability of substitutes.

Assure timely communications between YCCA employees and County, State and federal agencies; make telephone calls to receive and transmit information; type memos, bulletins, letters and notices.

Compose, prepare and distribute correspondence, handouts, meeting agendas and other materials independently or from oral instructions; prepare and maintain a variety of records, flyers, lists and other materials; file materials according to established procedures; type a variety of materials including inter-office communications, requisitions, forms, letters, special project reports, and other materials as directed.

Schedule, arrange and confirm appointments and meetings and maintain the administrator's calendar; arrange travel reservations and accommodations; facilitate and coordinate various events for assigned programs; schedule workshops, reserve conference rooms and arrange for refreshments for various meetings as assigned.

Attend a variety of meetings as required; prepare and send out notices of meetings; prepare agendas, minutes and packets; collect and compile information for meetings, projects and workshops; distribute minutes.

OTHER DUTIES:

Compile reports from a variety of sources; assist in organizing materials for special projects; research and compile information and compute statistical information for federal, State and County Office reports.

Assist staff and/or parents with needs and concerns.

Monitor and distribute keys to staff.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Policies, objectives and terminology of assigned program or functional area.

Principles and practices of training and providing work direction to others.

Applicable sections of the State Education Code and other applicable laws.

Operation of computer equipment and assigned software.

Modern office practices, procedures and equipment.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Financial and statistical record-keeping techniques.

Basic budget monitoring and control methods.

Oral and written communications skills.

Interpersonal skills using tact, patience and courtesy.

Administrative Secretary - Continued

Telephone techniques and etiquette.

ABILITY TO:

Perform responsible secretarial and clerical work related to assigned functions and programs.

Organize, coordinate and oversee office activities.

Train and provide work direction to other staff.

Learn applicable sections of the State Education Code and other applicable laws.

Make arithmetic calculations quickly and accurately.

Interpret, apply and explain rules, regulations, policies and procedures related to assigned office. Plan and organize work.

Meet schedules and time lines.

Maintain a variety of records including statistical and financial data.

Operate a microcomputer, computer terminal and related software applications to enter data, maintain records and generate reports.

Type at an acceptable rate of speed.

Compose correspondence and written materials independently or from oral or written instructions.

Work independently with little direction.

Establish and maintain effective working relationships with others.

Maintain records and prepare reports.

Communicate effectively both orally and in writing.

Schedule and coordinate arrangements for travel, meetings, workshops and conferences.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and three years of increasingly responsible secretarial or clerical experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Constant interruptions.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and on the telephone.

Dexterity of hands and fingers to operate a computer keyboard.

Sitting for extended periods of time.

Seeing to read a variety of materials.

Reaching overhead, bending at the waist, kneeling or crouching to file materials.

YOLO COUNTY CAREER ACADEMY

CLASS TITLE: PRINCIPAL—ALTERNATIVE EDUCATION

BASIC FUNCTION:

Under the direction of the YCCA Executive Board plan, organize, control and direct the provisions of Alternative Education services in support of the YCCA schools and programs; research, analyze and evaluate service delivery models; manage and oversee the day-to-day operations of an assigned site; interpret and apply federal, State and local district compliance with laws and regulations related to Alternative Education and assigned areas; supervise the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, control and direct the provisions of Alternative Education services in support of the YCCA schools and programs; manage services and activities of multiple classes and services for students.

Interpret, apply and assure compliance with federal, State and local district laws and regulations related to Alternative Education and assigned areas.

Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; provide supervision and support to education staff at various sites throughout the County.

Provide technical expertise, information and assistance to the YCCA Executive Board regarding assigned functions; assist in the formulation and development of policies, procedures and programs; identify resource needs; recommend and implement policies and procedures; research, analyze and evaluate service delivery models; recommend appropriate service and staffing levels.

Facilitate Individualized Education Planning (IEP) and 504 accommodation meetings regarding placement, services, change of placement or discharge of children in area of responsibility.

Assist teachers in the preparation of individualized programs for pupils; observe, consult with, and assist teachers as needed in service delivery development.

Manage and oversee the day-to-day operations of assigned site, including facility needs, space allocation and site development.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; assure timely and accurate submission of reports to State and federal authorities.

Principal—Alternative Education - Continued

Provide grant administration oversight for active alternative education initiatives and facilitate sustainability planning.

Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; negotiate and resolve significant and controversial issues.

Develop and prepare the annual preliminary budgets for assigned programs; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations; direct and implement adjustments as necessary.

Facilitate DLAC committee and assure English Learner (EL) supports to students.

Provide responsible staff assistance to the YCCA Executive Board; prepare and present staff reports and other necessary correspondence; conduct a variety of organizational studies, investigations and operational studies.

Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to various sites to conduct work.

Attend and conduct a variety of meetings as assigned; make presentations as directed; participate on a variety of boards and commissions.

OTHER DUTIES:

Maintain current knowledge of new trends and innovations in the fields of Alternative Education; review pertinent legislation and implement specified recommendations emanating from State Department of Education regarding Alternative Education.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization and direction of Alternative Education programs and services.

Operational characteristics, services and activities of Alternative Education.

Analysis and evaluation of services, policies and operational needs.

Principles and practices of Alternative Education service development and administration.

Principles of child and human development.

Principles and practices of curriculum development and instructional teaching strategies. Current trends, research and development in the areas of student learning, student needs and institutional responses.

Appropriate behavioral management strategies and interventions.

Budget preparation and control.

Oral and written communication skills.

Principles and practices of administration, supervision and training.

Applicable laws, codes, regulations, policies and procedures.

Principal—Alternative Education - Continued

Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.

ABILITY TO:

Plan, organize and administer assigned Alternative Education services.
Supervise the performance of assigned personnel.
Recommend and implement goals, objective and practices for providing effective and efficient Alternative Education services.
Research, analyze and evaluate new service delivery methods, procedures and techniques.
Assure YCCA compliance with laws and regulations. Prepare and administer budgets.
Communicate effectively both orally and in writing.
Interpret, apply and explain laws, rules, regulations, policies and procedures.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time lines.
Work independently with little direction.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports and files related to assigned activities.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree in a related field and four years increasingly responsible alternative education teaching including one year of administrative experience.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services credential.
Valid California Teaching Credential.
Valid English Language Certification.
Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations.
Dexterity of hands and fingers to operate a computer keyboard. Seeing to read a variety of materials.

YOLO COUNTY CAREER ACADEMY

CLASS TITLE: COLLEGE AND CAREER READINESS SPECIALIST

BASIC FUNCTION:

Under direction of the YCCA Administrator, manage career readiness teams, and work with local and regional pathway teams to develop and implement College and Career Readiness Pathways that include developmentally appropriate work-based learning opportunities for high school and middle school students.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Identify and collaborate with educational, industry and community partners to establish, promote, expand and maintain Industry Cluster pathways; develop, coordinate, and conduct surveys to identify pathway strengths and needs.

Assist pathways in developing inclusive student outreach strategies and recruitment activities to ensure enrollment is open to all students.

Assist in developing enrollment and participation opportunities which support transitions into employment, training, and/or postsecondary education with career technical student organizations to develop leadership skills and career readiness.

Facilitate industry-specific workgroups, advisory and ad-hoc meetings, and regional consortium activities; create and deliver professional development for pathway instructors, administrators and support personnel.

Develop and facilitate online professional learning communities, meetings, and professional development.

Collect, develop, and disseminate Industry Cluster resources for pathway programs staff and administrators.

Provide assistance and support in use of state-wide tracking system to document pathway progress.

Collect program data, prepare reports and maintain records related to assigned activities.

Direct and supervise the work of assigned staff.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Elementary, secondary, and post-secondary institutions.

Facilitation and assessment skills.

Oral and written communication skills.

College and Career Readiness Specialist - Continued

Organizational skills and the ability to multi-task.

Collaboration skills for partnership building.

Application laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Interview procedures.

Operation of a computer and assigned software, including e-mail.

Filing procedures and records management.

Guidelines and best practices related to Career Technical Education (CTE), Linked Learning and pathway programs.

Common Core state standards and curriculum frameworks, high school courses of study, college coursework and career options.

Current research trends in CTE.

Integration and use of technology in the delivery of instruction.

Principles and best practices related to educational data collection and data-driven instruction, assessment, and decision making.

ABILITY TO:

Provide positive leadership.

Engage staff and stakeholders in collaboration, team participation, creative problem-solving, conflict resolution, and group planning.

Develop measurable goals and objectives, set priorities, and evaluate progress toward achievement.

Organize and prioritize work.

Exercise a high degree of judgment and utilize various strategies in working with a variety of people.

Model strong interpersonal skills necessary to work cooperatively and effectively with individuals and groups from diverse backgrounds.

Communicate effectively both orally and in writing.

Plan, develop, and conduct staff development activities and training programs.

Effectively transmit knowledge and skill to staff; integrate the use of technology to enhance job performance.

Supervise and manage the work activities of assigned staff.

Develop and document processes and procedures, and maintain required records.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree or three years of related experience in designated program area; experience/training which demonstrates ability to perform the duties as described. Demonstrated successful experience leading career pathways required; experience providing K-12 instructional support, coaching and mentoring teachers, and integrating academic content into CTE; experience building successful partnerships with business and industry, community agencies, K-12 schools and higher education desired.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

College and Career Readiness Specialist - Continued

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Reaching overhead, bending at the waist, kneeling or crouching to file materials.

Ability to carry up to 15 pounds.

Ability to travel to multiple sites.

Sit, stand or walk alternately for up to 7 ½ hours per day.

YOLO COUNTY CAREER ACADEMY

A CALIFORNIA CHARTER SCHOOL

1280 SANTA ANITA COURT, WOODLAND, CA 95776

255 W. BEAMER STREET, WOODLAND, CA 95695

COMPREHENSIVE SCHOOL SAFETY PLAN

2018-2019

Table of Contents

Safe School Plan Committee	2
Yolo County Career Academy Safe School Vision and School Mission Statement	3
Campus Profile and Yolo County Career Academy Hours	4
Communication Systems and Two-way Radio Assignments	5
Two-way Radio Instructions and Protocols	6
School Profile	7
School Culture	12
Operations Policy and Procedures	17
Crisis Response Plan	22
Post Crisis	32
Appendix	34
School Map with Evacuation Routes	35
School Board Policy on Tobacco use	36
School Board Policy on Bullying Prevention	39
Prohibited Harassment	42

Safe School Plan Committee

For the 2018-2019 school year, the following Core Safety Plan Members reviewed the comprehensive school safety plan. Input was provided by all members and partners of the Yolo County Career Academy. The plan was presented to and approved by the Executive Board prior to August 31, 2018.

Principal

Program Specialist

Teacher

Teacher

Teacher

Teacher

Teacher

Para-educator

Industry Partner

Industry Partner

Yolo County Probation

Workforce Invest Board Member

Yolo County Career Academy

School Mission and Statement of Outcomes

Mission Statement

The Yolo County Career Academy's mission is to provide a high-quality educational program that empowers students to earn a high school diploma while acquiring college and career readiness skills that lead to engaged citizens, highly skilled workers and leaders in our community. The Yolo County Career Academy (YCCA) charter school will partner with the Workforce Investment Board, school districts, business, industry and other allies to achieve this mission by engaging students through work-based, relationship-focused, innovative and rigorous learning experiences resulting in graduates who will be "Ready for College and a Career". The YCCA will serve students ages 16 through 24 years of age that have not yet obtained a high school diploma. Students will be served through programs provided in locations within Yolo County.

Outcomes

The Yolo County Career Academy will seek to support students in achieving the following outcomes:

- Completion of industry training and workforce skills identified by local business
- Attainment of a high school diploma or high school equivalency
- Dual enrollment and concurrent enrollment opportunities with community colleges
- Successful transition to postsecondary training to further pursue academic and career goals
- Successful transition to skilled workforce earning a family – sustaining wage

Expected School wide Learning Results:

YCCA students will strive to become

Involved Citizens who

- Participate in advisory and school governance
- Contribute their time to improve their community and school
- Reflect on the purpose of community service

Self-Directed Learners who

- Set SMART goals
- Self-manage their time and school responsibility

Effective Communicators who

- Show what they know
- Demonstrate problem solving and decision making techniques

CAMPUS PROFILE

Physical Environment

The Yolo County Career Academy is located at several sites throughout Yolo County. These sites are:

- 1280 Santa Anita Court, Suite 190, Woodland, CA
- 255 West Beamer Street in Woodland CA
- Day Reporting Center, 140 Tony Diaz Drive, Woodland, CA
- Yolo County Detention, Monroe Detention Center, Woodland, CA (Operational prior to August 31, 2019)

Both the Day Reporting Center and Yolo County Detention Center are operated by partner agencies, Yolo County Probation and the Yolo County Sheriff, respectively. At each location, staff and students will adhere to the safety plans and protocols developed by each agency.

YCCA Operated Site 1: 1280 Santa Anita Court, Suite 190, Woodland, CA

The main entrance to the site faces the parking lot located on the Yolo County Office of Education campus. There are two ingress points, a double-door and a chain-operated roll-up door. These doors are also used for egress. Large windows make up the majority of the parking-lot facing exterior wall.

The 15,500 square feet space is made up of two floors and is adjacent to the Yolo County Office of Education Support Operations Staff offices, shop, and storage site. A wheelchair lift was installed prior YCCA opening for instruction to guarantee ADA compliance. It is maintained regularly to ensure proper and safe operation. YCCA is co-located with business partners, Marquez Design, which occupies 1,000 square feet for business operations and community classroom instruction.

Classrooms dedicated to YCCA operations include career-technical education workspaces and traditional classroom spaces. YCCA staff offices are located on each floor of the building and a reception desk is located at the entrance. Restrooms are located on the bottom floor.

YCCA Operated Site 2: 255 West Beamer Street, Woodland, CA

The main entrance to the campus is on West Beamer Street. A chain link fence follows the perimeter of the campus boundary with access gates at the main entrance on West Beamer and behind it on Buckeye Street. Both schools are set inside the fence. A double wide chain linked gate opens on West Beamer to allow emergency vehicles to gain access to the campus in an emergency. A second emergency entrance is located on Buckeye Street. A single walk through gate is located south of the campus by the park.

The main office is located on West Beamer Street. It is the first building and is designated as the command center in case of an emergency.

Our campus is next to Greengate, a school that provides specialized services for students who have multiple needs in special education.

Yolo County Career Academy is composed of one classroom on the campus, with computers, a library, and a restroom building. Two classrooms on the same premise are dedicated to the Cesar Chavez Community School. All Yolo County Career Academy students are directed to enter and exit the campus on West Beamer. Walkways move persons from the front of the office to the west side of the main office providing access to the classrooms. The sidewalk divides to become three hallways behind the main office. The right walkway leads to the two classrooms. The middle hallway leads to the library and the restroom building. Continuing on this sidewalk leads you to what used to be the Yolo County Construction Program (YCCP) classroom. The left hallway leads to a covered patio with picnic tables for students to move out of the elements and sit for lunch.

YCCA Hours at YCCA Operated Sites

YCCA Operated Site 1: 1280 Santa Anita Court, Suite 190, Woodland, CA

The campus hours are 8:00-5:00 pm. Doors open at 8:00 am. Class hours are 8:30-4:30 pm.

YCCA Operated Site 2: 255 West Beamer Street, Woodland, CA

The campus hours are 8:00am to 5:00 pm. The main entrance gate opens 30 minutes before the start of school. Class hours are 8:45am to 1:15 pm. Independent study students attend individual or partner sessions from 1:30-4:00 pm.

Communication Systems

Phone lines:

Each office, classroom, computer lab, and library has a land line phone. In emergencies, teachers are contacted by phone and informed as to the level of threat and the appropriate action to follow. Once the campus is safe, an all-clear call is made by phone or radio.

Two Way Radios:

Radios are used by staff to contact administration with situations that require assistance in the classroom and for escorting students. The radios are an on-campus mode of communication. All radios are set on **Channel 2**. Radios are used between five talk groups: Administration (Command Center); Probation; Teachers/Para educators; Counselors; student support staff. Training on the proper use of the radio is provided for staff.

Radios are held in the staff room and are picked up by personnel at the start of each school day and returned at the end of the person's shift.

Two-way Radios are distributed as follows:

Principal

Program Specialist

Secretary

Teacher

Teacher

Special Education Teacher

Teacher

Probation Officer

TWO-WAY RADIO INSTRUCTIONS AND PROTOCOLS

1. Remember to pick up your assigned radio every morning, and return your radio daily before you leave campus.
2. Make sure your radio is on channel two (2) at all times. (Everyone must be on the same channel in order to communicate)
3. Plan your message and speak directly on the radio's speaker.
4. Keep your message short and simple.
5. Make sure the radio is clear before transmitting. If the radio is clear, press the transmit button and keep it pressed for 1-2 seconds before speaking.
6. End your message by releasing the transmission button and listen to the response.
7. The volume is also the on and off button. No one else may transmit until your button is released.
8. Do not use the two small buttons on the left below the transmission button.
9. Be professional and use appropriate language at all times. Once you open a channel, everyone can hear you.
10. Always keep emotions in check especially during stressful events. Take a deep breath. Never mention there is a fight on the radio.
11. Never say anything personal on the radios. Radios are for business purposes only. They are not to be used to communicate confidential information.
12. Never use sarcasm or humor on the radios.
13. The message should be very generic and never mention any names. Anything confidential needs to be kept off the radio.
14. Use English at all times.
15. Teachers will need to keep radios on them at all times. Never set them down to avoid misplacing them.
16. Teacher's volume must be kept very low. Teachers will be called on their phone for communication purposes.
17. Teachers will use the radios for emergencies only, and they will use the phone for all other modes of communication

Alarm System

There is an alarm system throughout the Yolo County Career Academy buildings that is armed by the last person in the building each evening and disarmed by the first person to enter the campus each morning.

The following staff members are part of the YCCA Support Team

- **Principal:** Provides overall supervision, discipline, and security for a continuously safe campus. This person is the Commander in an emergency.
- **Secretary:** Monitors the ingress and regress of students, faculty, parents, and visitors in addition to working closely with the Principal to communicate emergency situations.
- **Program Specialist:** The primary responsibilities of the PS are academic counseling and support, case management, and pro-social behavioral support.
- **Business Partner:** This person is co-located with YCCA and provided community classroom opportunities to youth.
- **Mental Health Counselors:** Counselors are available for students to discuss their personal matters. Counselors are on site and provide individual as well as group counseling. Students may also be referred for more intensive services when needed.
- **Probation Officer:** The primary purpose of the Probation Officer is to provide a law-enforcement presence at the Yolo County Career Academy. Probation actively supports behavior control of the classroom at Yolo County Career Academy, mentors students, supervises all activities and walks the campus often to assist with safety and security on and around the campus.
- **A Youth Advocate** is also on site regularly to assist students with pro-social behavioral modification and engagement with academic and self-development programs.
- **Teachers** follow progressive discipline and implement Youth Development practices to support student behavior and intervene proactively with students.

Structure of program

- Intake appointments are made for each child and his/her family (under 18) prior to enrollment to meet the Principal/Designee, teacher and staff, review goals for that particular student, review the rules in the Parent/Student Handbook, acquaint them with the curriculum and to answer any questions that the student or parent has about the school program. Parents are informed about the various ways (phone, fax, email) to contact the teacher. Principal/Designee with any questions or comments during the school year.
- Parents are called by an automated system daily to inform them if their student was not in class that day. Additional contact is made by school staff if there are chronic attendance concerns. Frequent communication between parent and staff is encouraged.
- Students are encouraged to participate in community service within their community. The school staff will assist in matching students up with community agencies that need assistance, taking into account the students' interests and the location of their homes.
- The classrooms are located about a half block from a public bus system, Yolo Bus, which serves all of the cities in Yolo County. Many of our students take public transportation to reach Yolo County Career Academy.
- Parents are contacted by phone and provided updates on student progress in behavior.
- Parents are encouraged to attend student conferences and student study meetings (SST).
- Progress report cards are mailed to parents/guardians as a means to maintain communication.

SCHOOL CULTURE

Creating and Maintaining a Safe School Environment

Rules and/or Agreements for the school are reviewed a minimum of once every semester by the school staff to make sure they are still appropriate and helpful to guide students to behavior and attendance improvement and to provide a safe environment. A copy of the rules is in the Parent/Student Handbook given to parents and students during the enrollment process. A school contract is signed by both the parent/guardian and student. This contract outlines and extends student responsibilities while attending either school with an emphasis on partnering with our staff for everyone's safety and success.

Positive Interventions

- Restorative Circles are facilitated by teachers/staff weekly
- Staff uses de-escalation techniques to diffuse situations
- Positive behavior support plans for some students
- Modified assignments to differentiate instruction for students with different ability levels
- Extra time with the counselor to talk about personal issues that may be preventing the student from focusing on school
- Speaking with the Probation Officer about legal issues that may be bothering the student or to review consequences
- Positive rewards for positive behavior including frequent, specific compliments, tickets given for positive behaviors that can be redeemed for prizes, pizza parties for group behavior goals
- Students are encouraged during the intake process to let the staff know if there are any problems with other students, such as bullying. Students may tell their parents who will call the teacher with this information; they may tell their teacher or other staff member directly during the school day; they may call a staff member after school to report a problem privately;
- "Cool down" opportunities are offered to students to de-escalate before returning to the classroom in a clam matter.
- At all times during the school day, except when students use the single occupancy restroom, there is a staff member in every room where the students are present. They are not allowed to be in an unsupervised space at any time during the school day.

Consequences of Misbehavior

- Verbal or written warnings when students' behavior becomes disruptive or defiant or when profanity is used.
- Time away where students are directed to separate from other students for a cool off period before rejoining the classroom to resume instruction.
- Behavior Contracts are used to clearly state appropriate behavior goals necessary for a safe school environment with positive support listed for successfully meeting the goals.
- Out of Class Suspension in place of out of school suspensions.
- If under age 18, calls to parents so that parent and student may discuss behavior. Sometimes parents can de-escalate a student so that he/she becomes more cooperative. If over age 18, meet with student to de-escalate.

- **If under age 18, meetings with students and parents after school to discuss behavior and to develop a personalized plan of action or behavior plan. If over age 18, meet with students to develop plan.**
- **Suspensions depending on the severity and length of the offending behavior. See Appendix for copy of suspension form, the Suspension/Expulsion Board Policy and the Weapons and Dangerous Instruments Policy.**
- **Woodland Police Department and Yolo County Probation Department interventions if students commit a crime while on campus.**

Pupil Suspension and Expulsion

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

This section should include a section for Suspension Procedures including conference, notice to parents/guardians and the expulsion process including hearing as well as provisions for suspension of students with disabilities. Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

YCCA will develop and maintain a comprehensive set of student discipline policies aligned with YCCA Board Policy 5114. These policies will clearly describe the YCCA's expectations regarding, among other things: attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each YCCA student or parent/guardian of minor students will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies. Each adult student will also be required annually to verify that they have reviewed and understand the policies.

YCCA's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. YCCA will notify the Yolo County Office of Education of any expulsions and will include suspension and expulsion data in its annual performance report.

Prior to suspension or expulsion, appropriate disciplinary steps will be taken. These steps may include, but will not be limited to, denial of privileges or access to activities. In certain cases, students may be allowed to continue limited independent studies while under suspension. Students, and in applicable cases, parents or guardians, will be informed of the reasons for any disciplinary action in writing and of their due process rights and appeal procedures.

In accordance with California Education Code 48900, a YCCA student may be suspended from school or recommended for expulsion if the YCCA Administrator and/or YCCA Executive Board determines that the student has committed any of the following acts while on school grounds or while going to or coming from school:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written

permission to possess the item from a certificated school employee, which will be concurred by the Administrator or the designee of the administrator.

- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.

YCCA acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It will be YCCA's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

Suspension and Expulsion / Due Process: Students with Disabilities

Services During Expulsion

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.121, 300.520)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, Administrator or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The Administrator or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Learning Styles

All staff members recognize that our students have varying ability levels, grade levels, and learning styles within each classroom. Staff recognizes these differences and has incorporated several strategies to differentiate their instruction to benefit all students. Some examples of how this is reflected in our classrooms include:

- Individual or small group instruction.
- Project based learning and hands-on activities are frequently offered in all subject areas.
- Assignments are frequently given to students in small groups to complete together.
- When appropriate, a student, with teacher permission, may request a Teacher's Assistant role. Part of this role may include sitting next to students who need one-on-one peer help, if this is of benefit for both students.
- Assignments and activities may be modified by the teacher for different learning styles and ability levels.
- Youth Development training is used for understanding diversity and tolerance for a positive school climate.

Positive Behavior Support

The staff recognizes positive behaviors many times a day. Frequent acknowledgement of students' positive progress on class assignments, positive changes in behaviors and helpfulness to others through verbal compliments are frequently heard in each classroom by any and all staff members. A concerted effort to celebrate academic, attendance and behavioral progress is evidenced in many ways:

- Incentives are discussed at staff meetings and awarded to students when earned weekly, monthly, etc. to recognize positive changes in behavior or attendance. They are awarded to students publicly during class.
- The counselor sees students in small groups depending on their needs: drug/alcohol issues, recovery support, anger management, women's issues, etc.
- The classroom teachers regularly acknowledge student academic progress, as well as share/inform students of upcoming events and school rules/procedures.
- Students are given an opportunity to share which academic strategy works for their learning style and where they would like to see improvement.
- Charts are in each classroom showing at a glance daily attendance and/or credit earnings. Students are verbally congratulated on their progress which is visible for all to admire.
- Group attendance and/or group behavior goals are posted periodically during the year and if the class reaches the goal, there is a pizza party.
- Probation Officer's presence generally discourages students' uncooperative or acting out behaviors.
- Active listening is practiced by all staff members. They are available to listen and respond to students about their concerns. They recognize and diffuse a tense situation among students rather than wait for students' anger or frustration to explode.

Staff Development for Safety

All staff members are invited to attend workshops and trainings to increase their knowledge of subject matter, teaching strategies, behavior management and social issues facing our students.

- **Staff Meeting:** Site staff meetings are held weekly to review student behaviors, to review safety procedures and to discuss as a group any issues that need the group's attention. Teachers also attend weekly meetings to address not only academic issues, but issues about drugs, violence and gangs. Para-educators and other staff are invited to the meetings according to their need for the information presented. Working with the highest risk students in the County, safety for students and staff is of paramount importance in order for learning to take place. Many of our students have exhibited inappropriate behaviors on their home school campus, so procedures and processes to change these negative behaviors and responding to these behaviors in a practiced, professional, proactive way results in a safe learning environment for everyone on the campus. All staff members have chosen to work in this school; none have been involuntarily transferred here. They know that they can make a big difference in each student's life and they strive to guide each student to use positive behaviors to reach their goals.
- **Coordination of Services Team (COST)/Student Study Team (SST) Meetings:** COST meetings bring counselors, teachers, administrators, Transition Liaison, Campus Supervisor and others together to discuss three or four students whose cases need additional

attention. The assembled team discusses the issues that are challenging these students' success and what members of the team can do to assist with those issues. From these meetings, students are referred to a Student Study Team for further support and parental involvement.

- **Transition Skills Class Curriculum:** Yolo County Career Academy offers one academic period a day for each student in a Transition Skills class which introduces to students, through discussions, curriculum, speakers and activities, to the following topics: tolerance of others and respect for different opinions; choices and consequences; nutrition and health; drug/alcohol/violence prevention through Project Towards No Drug Abuse; self-exploration; career exploration; transition skills to adulthood. Teachers are registered for trainings in some of these programs and are offered workshops covering the topics they teach when requested.
- **Knowledge of Students' Backgrounds:** Teachers and Para educators are given all materials that relate to why students are referred to Yolo County Career Academy, including their probation status and if they are in any specialized court program. They know which students have drug problems, which have a history of violence, which have a history of truancy. For safety, they need to know past discipline results from students' previous schools and so have access to all of these records on the school site. Any notifications of violations of the penal code from the court are delivered to the staff at staff meetings and at Coordination of Services Team meetings.
- **Behavior Management:** Teachers and other staff participate in Professional Development activities to increase students' positive behaviors.
- **In-school Suspension:** Teachers may assign disruptive students on an out-of-class suspension. The Principal may also assign in-school suspension as an intervention for discipline in order to maintain a safe campus while providing academic access during the disciplinary time.

OPERATIONS, POLICIES, AND PROCEDURES

All staff members are proactive about student behaviors. Their responsibility is to see the signs of anger, bullying or discontent prior to any student verbal or physical altercation and diffuse the situation by separating the students involved and listening to the events that led up to the situation. At that time they may refer the student and/or parent to school or community resources, allow the student to vent or take appropriate action to quietly intervene in the situation. These incidents are also discussed at the weekly site staff meetings, student study team meetings and COST meetings.

Positive interactions are so important their use is noted in staff evaluations. Words of encouragement, compliments to students and other staff members, role modeling positive interactions are all important components of each staff members' duties on campus.

Visitors and Early Release

Visitors enter the campus through the main office located on West Beamer Street. Campus hours are 8:00am until 5:00pm. The campus gate is opened 30 minutes prior to the start of school. All visitors are to register at the front office. Staff is to report strangers to the School Secretary, Principal, Director or the Probation Officer who will escort the person to the front office, or an administrator.

- Confidential Personnel use a call out procedure to speak with students
 - The Confidential Person signs in
 - He/she makes the request that the student be brought to the office by the secretary
 - The secretary calls the classroom and requests that the student be sent to the front office or escorted by school staff.

- Parent/Guardians use a sign out/call out procedure.
 - Parents/guardians show proof of identity to the secretary at the time of request for the student
 - The secretary will call to the classroom for the student to be sent to the front office or escorted by school staff.
 - The parent signs out the student, including date, time, and reason for early release

- All visitors/volunteers
 - Must sign in at the Administration Office at 255 West Beamer Street
 - Must wear a visitor/volunteer badge at all times while on campus
 - When requested to do so by school personnel, visitors and volunteers must show identification.

- Visiting YCCA Student Alumni will not be allowed on campus unless prior arrangements have been made between the teacher being visited and the administration. Visiting students should not be in the classroom while instruction is taking place and should be encouraged to visit teachers before, after school, or during their prep.

Child Abuse Reporting

All YCCA staff are required by penal code 11166 and 11165.7 to report 'reasonable suspicion' of maltreatment of children to the appropriate child protective services agency. To assist staff in reporting 'acts of commission' and/or 'acts of omission', training is provided yearly at the start of the year to assure all staff know how to locate resources for reporting. Report forms are available at each school site and direction is provided by administration when necessary. The Woodland Child Protective Services (CPS) hotline is 530-669-2345, 530-669-2346, or 888-400-0022 - after hours. Employee procedures require that the report be made verbally by contacting CPS via the hotline. Once the employee makes the verbal report, the CPS worker will direct the employee to complete a written report and deliver it to CPS at 25 North Cottonwood Street in Woodland. Forms are located on the California Department of Social Services website - <http://www.dss.cahwnet.gov/cdssweb/PG20.htm>

Safe Ingress and Egress of Students, Parents and Staff

Campus supervision is ongoing before, during, and after the school day. Yolo County Career Academy students may not hang out around the park before or after school. Staff intervenes when students attempt to intimidate others as they proceed into the school grounds. Yolo County Career Academy students are supervised by the PO and another staff member as the students exit the school at the end of the school day with cell phones and radios in hand in case of any problems. They remain a presence until students disburse for home.

Staff members and students may park on West Beamer Street. There is not a designated parking lot for either group.

Policy on Tobacco Products

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of Yolo County Office of Education employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

Dress Code

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students'

clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. (Education Code 32282f)

Each school located at the Alternative Education Center created its own dress code driven by the profile of the student population and community trends.

Attendance Improvement Strategies

As mentioned in the Positive Behavior Support section, students are acknowledged for positive changes in their behavior and attendance. Required daily attendance is emphasized in discussions with the parent and student at each intake meeting prior to a student enrolling in Yolo County Career Academy.

If students are not attending, several consequences happen: daily calls to the parent by the automated dialing system if the student is not in school; truancy letters mailed to the home; a possible visit by our Transition Liaison and Probation Officer to the home; a required meeting with the parent and student by the principal; notification to the Probation Department of the attendance lapses; notes to the Juvenile Court Judge If students are scheduled to appear in court.

Non-Discrimination and Harassment Policies

Non-discrimination in Programs and Services Board Policy is included in the Appendix.

Tolerance Education

This topic is covered specifically during the Transitions Skills course, but is also emphasized during the entire school day. Staff and students participate in *Youth Development* instruction to practice diversity awareness.

California Healthy Kids Survey (CHKS)

Students are surveyed in the fall or in the spring. Results of the Survey, which is given every other year, are shared with the community in many ways and also with staff members at their staff meeting. They are then able to plan and make changes to the classroom curriculum and environment. It is important that the staff examine the results together to further troubleshoot behaviors and be proactive in planning curriculum and structure of the program.

Drug/ Alcohol Abuse Prevention

All staff receives training on drug and alcohol identification, terms and use in the Yolo County communities. Our assigned Probation Officer is frequently on site to assist in determining student intoxication. Our counselor is trained in drug/alcohol issues and runs groups for those using drugs/alcohol and for those in recovery.

Students take the California Healthy Kids Survey every other year. Since student turnover is almost 80% after each school year, the data is used mainly to spot trends from year to year. Other sources for this information are our counselor who is employed by Communicare and the Probation Officer who both share information gleaned from their departmental statistics. These staff members update our educational staff at the weekly and/or monthly staff meetings on these issues.

Project Toward No Drug Abuse curriculum, a science based program, is taught in our Life Management class each spring to all of our students. New teachers are trained in the curriculum in the fall.

Gang Risk Intervention

Through our weekly staff meetings, we review the gang activity in our communities and our educational staff shares any gang graffiti on student paperwork, clothing or other property. The dress code is very specific about outlining the gang clothing that is not allowed on campus and the consequences for bringing gang paraphernalia to school. This rule is reviewed at each student's intake meeting prior to enrolling in school. See the dress code in the school rules in the Appendix. In addition, school staff receives periodic training from the law enforcement's County Gang Task Force. See the Appendix for the Policy concerning Gang Activity.

Bullying Prevention

The Yolo County Office of Education, our schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. As such, Yolo County Career Academy will not tolerate behavior that impedes the safety of any student. A student shall not intimidate or harass another student through words or actions, such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Teachers and staff are expected to report incidents of bullying to the administration. Teachers/staff are expected to intervene when they see a bullying incident occur. Each complaint of bullying will be promptly investigated by the Principal or Designee. A zero tolerance for bullying will be enacted while students are on school grounds, while traveling to and from school-sponsored activities, during lunch (whether on or off campus), and during a school-sponsored activity.

Teachers must discuss the following with their students:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.

- Students can rely on the administration to promptly investigate each complaint of bullying in a thorough and confidential manner.

At the mandatory intake meeting with the parent and student, choices of how to report bullying are reviewed. Staff has been trained to notice and identify bullying and the steps to take to address this issue. Staff is available to both a bully perpetrator as well as the victim of any such bullying behavior.

Hate Crime Reporting

Any hate motivated behavior such as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic will not be tolerated. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact any of the staff members and they will inform the principal immediately. The Probation Officer will be notified as appropriate. Students may contact a school staff member in the same ways that are suggested under the Bully Prevention section above. Counseling is available for the victim as well as the perpetrator.

Taking Attendance

To have a successful school safety plan, consistent and accurate attendance must be kept. In the event of a true crisis, teachers will be expected to know who is present or absent at all times, and as such, will be asked to complete any necessary forms in order to account for any missing students. Police and other safety personnel will also need to know which classrooms are occupied, as well as the total number of students and staff that they are expected to evacuate, and this can only be done via the accessible AERIES/ABI records.

Sexual Harassment

Yolo County Career Academy will not tolerate any incident of sexual harassment. As a means for prevention, teachers and staff will share with students some of the behaviors which are considered to be possible forms of sexual harassment:

VERBAL:

- Whistling at someone, "cat calls"
- Making sexual comments about a person's body
- Making sexual comments or innuendos
- Turning work discussions into sexual topics
- Telling sexual jokes or stories
- Asking about personal fantasies, preferences, or history

- Asking personal questions about social or sexual life
- Making sexual comments about a person's clothing, anatomy, or looks
- Repeatedly asking out a person who is not interested
- Making kissing sounds, howling, and smacking lips
- Telling lies or spreading rumors about a person's personal sex life

NON-VERBAL:

- Looking a person up and down (elevator eyes)
- Staring at someone
- Blocking a person's path
- Following the person
- Displaying sexually suggestive visuals
- Making facial expressions such as winking, throwing kisses, or licking lips
- Making sexual gestures with hands or through body movements

PHYSICAL:

- Giving a massage around the neck or shoulders
- Touching the person's clothing, hair, or body
- Hanging around a person
- Hugging, kissing, patting, or stroking
- Touching or rubbing oneself sexually around another person
- Standing close or brushing up against a person

Crises Response Plan



The Yolo County Career Academy and Executive Board believe that all students have a right to a safe and a healthy school environment. As such, the Crisis Response Plan is critical in ensuring that students can attend school without having to fear for their safety, and consequently, are better-able to benefit from their education.

A critical component of the safety and well-being of students is the physical environment. Yolo County Career Academy strives to maintain a clean and orderly campus with facilities that are kept up-to-date and hazard free.

There are two Administrators assigned to specific areas of the Yolo County Career Academy campus. These campus supervisors regularly check restrooms to ensure that all students are in their classrooms, provide supervision at school, and provide assistance with traffic-control before and after-school. A halftime probation officer serves the Yolo County Career Academy campus.

In case of disaster, each classroom teacher has a land line phone and portable radio. The overall Emergency Preparedness Guide for the Yolo County Superintendent of Schools is our guide and is part of the Safety Plan.

Emergency Procedures

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

EMERGENCY CODES	
CODE RED	<u>LOCKDOWN & COVER</u> - If someone is threatened with violence, hears gunshots, discovers a student with a weapon or notices an intruder
CODE YELLOW	<u>PRECAUTIONARY LOCKDOWN</u> - an intruder or any danger may affect the entire population. Under this code classroom doors should be locked but instruction should be continued
CODE BLUE	<u>MEDICAL EMERGENCY</u> - that affect a student in a classroom
CODE ORANGE	<u>EVACUATION/BOMB THREAT</u> - teachers will lead students to an identified collection point on school grounds at least 300 feet away from the building or designated area of campus
CODE WHITE	<u>WEATHER EMERGENCY</u> - up to teachers to hear/decide what kind of weather emergency there is
CODE GREEN	<u>ALL CLEAR</u> - All is clear, teachers/students will return to class immediately

Once the type and extent of an emergency have been identified, school personnel determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Duck and Cover (Earth Quake Drill)

This action is taken to protect students and staff from flying or falling debris.



Description of Action

1. The Principal or designee will call the classroom through the phone system. If the phone system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions: "Attention please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students and staff should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shake stops or given further instructions." Inside, teachers will instruct student to duck under their desks and cover their heads with their arms and hands.
2. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
3. Teachers and students should move away from windows.
4. After remaining in a safe-place (until the shaking stops), teachers and students will be notified to evacuate the school building(s) through predetermined safe routes and the evacuees should then gather outside in a safe area, away from building (students must stay with their teachers at all times).
5. Teachers will take attendance and will display:
 - a) Green sign if everything is fine and everyone's accounted for
 - b) Red sign if immediate assistance is needed

Fire Drills

When the fire signal sounds at any time during the school day, students are to do the following:

1. Evacuate all buildings with their class or nearest class and move quickly to the area designated on the evacuation map (posted in classroom). All students should immediately report to the area designated for their class. Roll will be taken by the teacher prior to the drill, during the drill, and after the drill to account for all students.
2. Students are to remain with their class under their teacher's direction.
3. Students should stay at least 50 feet away from all buildings.
4. Teachers will take attendance and will display:
 - a) Green sign if everything is fine and everyone's accounted for
 - b) Red sign if immediate assistance is needed
5. Teachers and students will remain in designated area until informed by administration that it is alright to head back to class or if they need to stand by for additional instructions.
6. When the all-clear signal is given, teachers/students will return to class immediately.

Code Blue (Medical) Lock Down



If a Code Blue is necessary, the following will occur:

1. The Principal or designee will call the classroom through the phone system saying, "Attention please. We have a medical situation and are on Code Blue. Teachers and students are to remain in-doors until further notice."
2. Students will remain in the classroom (if a student is not in class, he/she will need to enter the closest classroom or building).
3. Teachers will continue to teach, and students will continue to do class work (teachers do not call 9-11; the Principal will make the determination if an ambulance is necessary and the school secretary will make the phone call).
4. At the end of the period, teachers and students will remain in the classroom until further notice.
5. Once the medical emergency has been cleared, the administration will issue an all-clear, authorizing students to leave the room

Shelter-in Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the classroom.

Description of Action

1. The Principal or designee will call the classroom through the phone system. If the phone system is not available, the Principal/designee will use other means of communication, i.e., sending messengers to deliver instructions. The Principal/designee should be calm, convey reassuring comments that the situation is under control and give clear directions. "Attention please. Because we have received information regarding a hazard in the community, we are instituting shelter-in-place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff who are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."
2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or administration building. Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towel or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.



General Lock Down (Yellow Alert)

This action is taken when there is a potential threat or a situation occurring in close proximity to the campus. During General Lock Down, students are to remain in the classrooms or designated location at all times.

Description of Action

1. The Principal or designee will call the classroom through the phone system. If the phone system is not available, the Principal/designee will use other means of communication, i.e., sending messengers to deliver instructions. The Principal/designee should be calm, convey reassuring comments that the situation is under control and give clear directions. "Attention please. We are monitoring a situation and need to implement general lock down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom."
2. Teachers' lock door, close blinds, and ensure that all students are in their assigned seats. No cell phone use will be allowed.
3. Teachers continue to teach, and students continue to do class work.
4. Teachers will not release students until notified to do so by the administration.

Full Lock Down (Red Alert)

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Full Lock Down, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building/classroom.

Description of Action

1. The Principal or designee will call the classroom through the phone system. If the phone system is not available, the Principal/designee will use other means of communication, i.e., sending messengers to deliver instructions. The Principal/designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“Attention, please. We have an emergency situation and need to implement lock down procedures.” Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, staff is to direct students to go inside the nearest building or classroom.

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or administration building.
 - a) Teachers will take roll and place “Color Sign” on window:
 - b) Green sign if everyone is accounted for and “O.K.”
 - c) Yellow if non-emergency assistance is needed
 - d) Red if there is an emergency and assistance is necessary
 - e) Black or No Sign to signal that there is an intruder in the room
4. If possible, teachers will check e-mail regularly (every 20 minutes) for updates
5. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
6. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The Principal or designee will call the classroom through the phone system. If the phone system is not available, the Principal/designee will use other means of communication. i.e., sending messengers to deliver instructions. The Principal/designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“Attention, please. We need to institute an evacuation of all buildings. Teachers are to take their students and report to their designated area. Students are to remain with their

teacher. Teachers need to take their roll book and lock the classroom when all students have exited the classroom.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area (either are A or B).
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The Principal or designee will call the classroom through the phone system. If the phone system is not available, the Principal/designee will use other means of communication, i.e., sending messengers to deliver instructions. The Principal/designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“Attention, please. We need to institute an off-site evacuation. Teachers are to take their students to the off-site assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to take their roll book and lock the classroom when all students have exited the classroom.”

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.

5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Principal or designee will call the classroom through the phone system. If the phone system is not available, the Principal/designee will use other means of communication, i.e., sending messengers to deliver instructions.

“Attention, please. It is now ok to return to your classroom and resume normal operations. I would like to thank you and commend students and staff for their cooperation.”

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

Training: Staff reviews safety procedures a minimum of twice a year during the weekly staff meetings. Students are trained once each semester for fire drills and once each semester for the drop procedure in case of an earthquake.

Mass Welfare Shelter for the Community: It is unlikely that the American Red Cross or other public agency will need this small school site for mass care and welfare shelter during a disaster or other emergency affecting the public health and welfare. If there is a need for space by these agencies, however, according to the following Emergency Preparedness Guidelines, the Facilities Director would be directing and coordinating this effort on the part of the Yolo County Office of Education.

POST-CRISIS



Staff Phone Tree

A staff phone tree will be available so that swift communication can take place. The Principal will be responsible for calling all the school staff. All efforts will be made to make staff aware of any crisis; however, it is the responsibility of the staff to notify the administration of any phone number changes.

Disseminating Information

Teachers and staff will be kept abreast of any pertinent information. However, all information will be disseminated by the principal or designated YCCA representative and no one else. Therefore, should teachers and staff be pressed to give out information, all inquiries need to be redirected to the administration office.

What to Say (Teacher Guidelines for Talking About Death, NEA 2000)

- Use clear, honest age-appropriate information when discussing the facts of the death.
- Tell students in a quiet, direct manner, using the words “death, dead, or dying” and avoiding euphemisms.
- Model the way you express your feelings and give students permission to express their feelings.
- Tell students that it is okay to feel afraid, confused, angry or guilty. These are normal responses to loss.
- Ask if students have questions. Listen carefully and answer honestly. (Answer only questions students ask and admit when you do not know/have the answers.)
- Use realistic terms with students when discussing aspects of accident, injury and loss.
- Tell students how and where they can obtain information or help.
- Identify people and phone numbers (if available) that students and parents can call if they need assistance or information.
- Encourage students to be aware of each other and direct those in need to an adult for help.

- Emphasize that each student is valued and will be supported and that no one is to blame.
- Communicate that there will be an organized way to say goodbye to the deceased and that all students who want to participate can attend.

Counseling Services for Students on Campus

In the event of a crisis, it will be necessary to make use of the administration building as a center for post-crisis response. There will be counselors who will be providing grief counseling for individual students, as well as group counseling. Teachers will be issued passes so that they can send students to the administration building as needed. The ultimate goal, however, is to return to “normalcy” within 48 hours. Nevertheless, depending of the impact that an event/loss has on a student, it may be necessary to make a referral for ongoing mental health services.

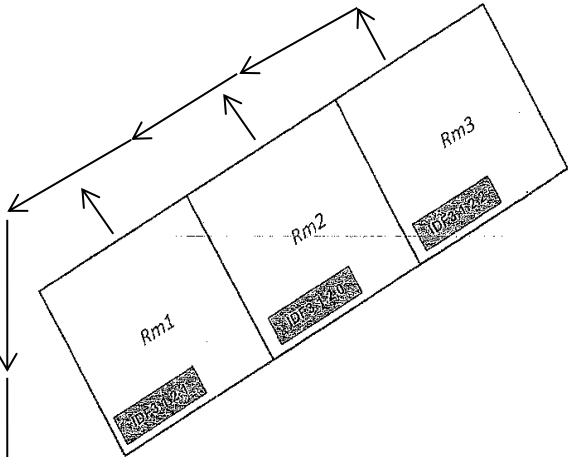
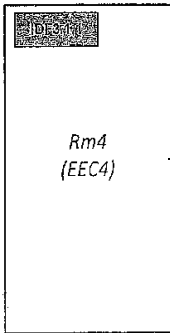
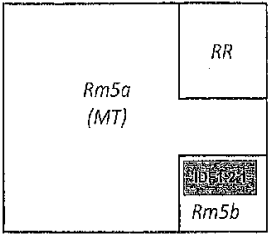
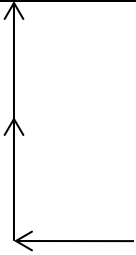
Stages of Grief

1. Shock (total disbelief)
2. Denial (acts as a buffer to the reality of the situation-usually emerges in tandem to shock)
3. Bargaining (occurs right after a loss and it is a defense mechanism used to control a situation)
4. Anger (sense of powerless and out of control)
5. Guilt (feelings of self-blame)
6. Sadness and Depression (close off from social interaction, self-imposed isolation, thoughts of suicide)
7. Physical Manifestations of Grief (i.e. loss of appetite, poor concentration and memory, lack of daily hygiene, muscular aches and pains, etc.)
8. Acceptance (the final goal of the grieving process, acknowledging the situation for what it is)

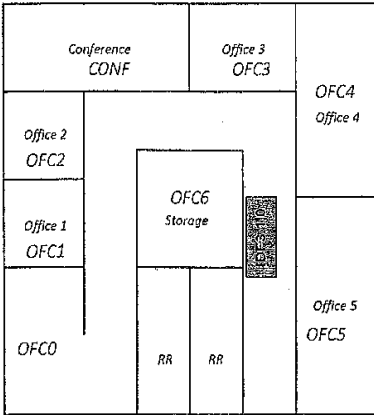
Appendix

School Map with Evacuation Routes	35
School Board Policy on Tobacco use	36
School Board Policy on Bullying Prevention	39
Prohibited Harassment	41

Chain linked Fence to Park



AEC - EEC Office



West Beamer

Tobacco

BP/SP 5131.62a

The YCCA Executive Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. The Superintendent or designee shall establish a comprehensive program that includes consistent enforcement of laws prohibiting tobacco possession and use by students, tobacco-use prevention education including youth development activities, and intervention and cessation activities and/or referrals.

(cf. 5141.23 - Asthma Management)

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine any time, while on campus, while attending school-sponsored activities, in school or district owned or leased buildings, on school or district property, and in school or district vehicles, or while under the supervision and control of Yolo County Career Academy employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools) (cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Students' possession or use of nicotine delivery devices, such as electronic cigarettes; vapor emitting electronic devices, such as electronic hookah, with or without nicotine content, that mimic the use of tobacco products, are also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products. (Education Code 48900, 48901)

Prevention Instruction

The Yolo County Career Academy shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education) (cf. 6143 - Courses of Study)

Intervention/Cessation Services

The Yolo County Career Academy may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. When appropriate, such intervention services may be provided as an alternative to suspension for tobacco possession.

BP/SP 5131.62(b)

TOBACCO (continued)

(cf. 1020 - Youth Services)

(cf. 5146 - Married/Pregnant/Parenting Students) (cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Program Planning

The Yolo County Career Academy's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Principal or designee also shall coordinate the district's tobacco-use prevention and intervention program with other Yolo County Career Academy efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs) (cf. 5131.63 - Steroids)

The Superintendent or designee shall select anti-tobacco programs based on the model program designs identified by the California Department of Education (CDE) and may modify the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which has received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion) (cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

BP/SP 5131.62(c)
TOBACCO (continued)

Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the Principal or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)

(cf. 5022 - Student and Family Privacy Rights) (cf. 6162.8 - Research)

Adopted: on or before August 31, 2018

Revised: TBD

Bullying

BP 5131.2(a)

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

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

(cf. 5131 -Conduct)

(cf. 5136 -Gangs)

(cf. 5145.3 -Nondiscrimination/Harassment)

(cf. 5145.7 -Sexual Harassment)

(cf. 5145.9 -Hate-Motivated Behavior)

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

(cf. 5145.2 -Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 -School Plans/Site Councils)

(cf. 0450 -Comprehensive Safety Plan)

(cf. 1220 -Citizen Advisory Committees)

(cf. 1400 -Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 -Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 -Positive School Climate)

(cf. 6164.2 -Guidance/Counseling Services)

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

(cf. 6163.4 -Student Use of Technology)
(cf. 6142.8 -Comprehensive Health Education)
(cf. 6142.94 -History-Social Science Instruction)

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

(cf. 4131 -Staff Development)
(cf. 4231 -Staff Development)
(cf. 4331 -Staff Development)

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

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Adopted: On or before August 31, 2018 Woodland, California

Prohibited Harassment Policy - Students

Prohibited Harassment:

The YCCA maintains a strict policy prohibiting sexual harassment and harassment because of race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. This policy applies to all students involved with the county office of education and prohibits such harassment of a student by any employee or other student of the county office of education. Prohibited harassment in any form, including verbal, physical, and visual conduct, threats, demands, and retaliation will not be tolerated. Harassment because of sex, race, ancestry, physical handicap, medical condition, marital status, age, sexual orientation, or any other protected basis may include, but is not limited to:

1. Verbal conduct such as epithets, derogatory comments, graphic comments about one's body, slurs, threats, jokes, sexual rumors, or unwanted sexual advances, invitations, or comments.
2. Visual conduct such as derogatory posters, photography, cartoons, drawings, leering, gestures, or displaying sexually suggestive objects.
3. Physical conduct such as assault or battery (unwanted touching), blocking normal movement, or interfering with work directed at you because of your sex or any other protected basis.
4. Threats and demands to submit to sexual requests in order to keep your educational benefits or avoid some other loss, and offers of educational benefits in return for sexual favors.
5. Retaliation for having reported or threatened to report harassment.

Prohibited sexual harassment occurs when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic work or progress performance, or has the purpose or effect of creating an intimidating, hostile or offensive educational environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive so as to create a hostile or abusive educational environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the county office or school.

Series 5000: Students

Investigation Procedures:

If a student believes there is harassment in the educational environment because of sex, race, ancestry, or other prohibited basis, the procedure outlined in this policy should be used to file a complaint and begin an investigation. The Principal or designee shall determine which complaint procedure is appropriate when multiple complaint policies apply.

A student has a right to redress for prohibited harassment. In order to secure this right, a student should submit a written complaint to the county office supervisor for their program, or the

Director, Human Resources, as soon as possible after any incident believed to be prohibited harassment. The complaint should include the details of the incident or incidents, the names of the individuals involved and the names of any witnesses. Supervisors will refer all complaints of prohibited harassment to the Director, Human Resources. The Director, Human Resources, can be reached at (530) 668-3784. The Director, Human Resources, or his/her designee, will undertake an effective, thorough, and objective investigation of the harassment allegations. Each complaint of sexual harassment shall be promptly investigated in a way that maintains confidentiality and respects the privacy of all parties concerned.

In investigating the complaint, the investigator shall individually interview the student who is complaining, the person accused of harassment, anyone who saw the harassment, and anyone who has related and relevant information. The investigator may also discuss the complaint, if necessary to carry out the investigation or for other good reasons, with the Superintendent or designee, the parents/guardians of the people complaining or accused, staff members who have knowledge of witnesses' credibility, child protective agencies (if applicable), and/or legal counsel. This investigation will be promptly conducted and the results will be communicated to the Executive . The final results will then be communicated to the student or his/her parent/guardian as soon as practical.

If the Deputy Superintendent determines that prohibited harassment has occurred, the county office will take effective corrective or remedial action commensurate with the severity of the offense. Such action may include disciplinary action. Appropriate action will also be taken to deter any future harassment. Whatever action is taken against the harasser will be made known to the student to the extent allowed by law. The county office may also take disciplinary measures against any person who is found to have made a complaint which he/she knew was not true.

Retaliation:

The county office will not retaliate against anyone for filing a complaint, threatening to file, or participating in an investigation, proceeding, or hearing regarding sexual harassment. The county office will not knowingly permit retaliation by employees or other students.

Board Bylaws and Policies Manual and BP/SP 5145.3

Superintendent's Policies and Procedures Manual Page 3 of 3

Yolo County Office of Education

Series 5000: Students

Appeals And Other Remedies:

Complainants may appeal the final action taken by the Deputy Superintendent regarding the written complaint to the California Department of Education. Complainants are hereby informed that injunctions, restraining orders and other civil law remedies may also be available to them. (Education Code section 262.3.)

Notifications:

A copy of this policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code section 48980.)
2. Be displayed in a prominent location near each school principal's office. (Education Code section 231.5.)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code section 231.5.)

4. Appear in any county office publication that sets forth the comprehensive rules, regulations, procedures and standards of conduct for the county office and its programs.
(Education Code section 231.5.)

The county office encourages all students to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved.

Legal References:

Education Code sections 200, et seq. (Educational Equity)

Education Code section 48900(n): Suspension or expulsion for sexual assault/battery

Education Code section 48900.2: Suspension or expulsion for sexual harassment

Education Code section 48904: Liability of parents/guardians for willful student misconduct

Education Code section 48980: Notice at beginning of term

5 California Code of Regulations, sections 4900, et seq. (Educational Equity)

Civil Code section 51.9: Liability for sexual harassment in professional relationships

Civil Code section 1714.1: Liability of parents/guardians for willful student misconduct

20 United States Code, sections 1681-1688 (Title IX)

42 United States Code, section 2000d (Title VI)

42 United States Code, sections 2000e, et seq. (Title VII)

34 CFR sections 106.1-106.71

ADOPTED: August, 2018

REVISED: TBD

UNIFORM COMPLAINT PROCEDURES

The YCCA Executive Board recognizes that YCCA is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. YCCA shall investigate complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying, noncompliance with laws relating to pupil fees for participation in an education activity and noncompliance with laws relating to the Local Control and Accountability Plan (LCAP) and shall seek to resolve those complaints in accordance with the county's uniform complaint procedures. (5 CCR 4620)

YCCA shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, ethnic group identification, race, ethnicity, ancestry, national origin, religion, color, marital or parental status, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any County Office program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

(cf. 0410 - Nondiscrimination in County Office Programs and Activities) (cf. 1312.1 - Complaints Concerning County Office Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials) (cf. 3553 - Free and Reduced Price Meals)
(cf. 4031 - Complaints Concerning Discrimination in Employment) (cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners) (cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the YCCA Executive Board Williams uniform complaint procedure.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The YCCA Executive Board encourages the early, informal resolution of complaints at the site level whenever possible.

The YCCA Executive Board acknowledge and respect every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the YCCA Executive Board or designee, on a case-by-case basis.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information) (cf. 5125 - Student Records) (cf. 9011 - Disclosure of Confidential/Privileged Information)

The YCCA Executive Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The YCCA Executive Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the YCCA Executive Board shall initiate that process. YCCA Executive Board shall ensure that the results are consistent with state and federal laws and regulations.

Complaints related to the LCAP or pupil fees may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code 52060 through 52071 or laws relating to pupil fees.

An LCAP complainant not satisfied with the decision of the county superintendent of schools, or charter school may appeal the decision to the Superintendent of Public Instruction and shall receive a written appeal decision within 60 days of the Superintendent's receipt of appeal.

If the charter school finds merit in an LCAP or pupil fees complaint, or the charter finds merit in an appeal, the charter school shall provide a remedy to all affected pupils, parents, and guardians. In the case of pupil fees reasonable and good faith efforts will be made to ensure full reimbursement to all affected pupils, parents, and guardians who paid a pupil fee within one year prior to the filing of the complaint (5 CCR 4600 u), subject to procedures established through regulations adopted by the state board (EC 49013 (d), 52075 (d)) A pupil fees complaint may be filed with the principal of a school, may be filed anonymously and shall filed no later than one year from the date the alleged violation occurred. (EC 49013(a); 5CCR 4630(c)(2))

Legal Reference: EDUCATION

CODE

200-262.4 *Prohibition of discrimination*
8200-8498 *Child care and development programs*
8500-8538 *Adult basic education*
18100-18203 *School libraries*
32289 *School safety plan, uniform complaint procedure*
35186 *Williams uniform complaint procedure*
41500-41513 *Categorical education block grants*
48985 *Notices in language other than English*
49060-49079 *Student records*
49490-49590 *Child nutrition programs*
52075 *Complaints Local Control Accountability Plans*
52160-52178 *Bilingual education programs*
52300-52490 *Career-technical education*
52500-52616.24 *Adult schools*
52800-52870 *School-based coordinated programs*
54000-54028 *Economic impact aid programs*
54100-54145 *Miller-Unruh Basic Reading Act*
54400-54425 *Compensatory education programs*
54440-54445 *Migrant education*
54460-54529 *Compensatory education programs*
56000-56867 *Special education programs*
59000-59300 *Special schools and centers*
64000-64001 *Consolidated application process*

PENAL CODE

422.6 *Interference with constitutional right or privilege*

CODE OF REGULATIONS, TITLE 5

3080 *Application of section*
4600-4687 *Uniform complaint procedures*
4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

6301-6577 *Title I basic programs*
6601-6777 *Title II preparing and recruiting high quality teachers and principal*
6801-6871 *Title III language instruction for limited English proficient and immigrant students*
7101-7184 *Safe and Drug-Free Schools and Communities Act*
7201-7283g *Title V promoting informed parental choice and innovative programs*
7301-7372 *Title V rural and low-income school programs*

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

STUDENTS

The YCCA Executive Board recognizes that good physical and mental health is critical to a student's ability to learn and believe that all student should have access to comprehensive health services. The YCCA may provide access to health services at or near YCCA schools through the establishment of a school health center and/ or mobile van(s) that serve multiple campuses.

The YCCA Executive Board and the YCCA Administrator or designee shall collaborate with local and state agencies and health care providers to assess the health needs of students in YCCA schools and the community. Based on the results and this needs assessment and the availability of resources, the YCCA Administrator or designee shall recommend for the board approval and the type of health services to be provided by the district.

(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5141 – Health Care and Emergencies)
(cf. 6145.2 – Athletic Competition)
(cf. 6159 – Individualization)
(cf.6164.6 – Identification and Education Under Section 504)

YCCA Executive Board approval shall be required for any proposed used of YCCA resources and facilities to support school health services. The YCCA Administrator or designee shall identify funding opportunities availability through grant programs, private foundations, and partnerships with local agencies and organization.

(cf. 1260 – Educational Foundation)
(cf. 1330.1 – Joint Use Agreement)
(cf. 3100 – Budget)
(cf. 7000 – Facilities Master Plan)

The YCCA Executive Board may prioritize school health services to school with the greatest need, including schools with medically underserved population, a high percentage of low-income and uninsured children and youth, large numbers of English learners, Academic Performance Index ranking in deciles 1-3, and/ or a shortage of health professional in the community.

School health services shall be provided or supervised by a licensed health care professional. The YCCA Executive Board may employ or contract with health care professionals or partner with community health centers to provide the services under the terms of a written contract or memorandum of understanding.

(cf. 1020 – Youth Services)
(cf. 3312 – Contracts)

If a School nurse is employed by the school or district, he/she shall be involved in planning and implementing the school health services as appropriate.

The YCCA Administrator or designee shall coordinate the provision of school health services with other student wellness initiatives, including health education, nutrition and physical fitness programs, and activities designed to create a healthy school environment. The YCCA Administrator or designee shall encourage joint planning and regular communications among health services staff, district administrators, teachers, counselors, other staff, and parents/guardians.

(cf. 3550 – Food Services/Child Nutrition Program)

(cf. 5030 – Student Wellness)

(cf. 6142.7 – Physical Education and Education)

(cf. 6142.8 – Comprehensive Health Education)

(cf. 6164.2 – Counseling/Guidance Services)

Consent and Confidentiality

The YCCA Administrator or designee shall obtain written parent/guardian consent prior to providing services to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

The YCCA Executive Board desires that costs not be a barrier to student access to services. Services may be provided free of charge or on a sliding scale in accordance with law.

The YCCA Administrator or designee shall establish procedures for billing public and private insurance programs and other applicable programs for reimbursement of services as appropriate.

To further encourage student access to health care services, the YCCA Administrator or designee shall develop and implement outreach strategies to increase enrollment of eligible students from low-to moderate-income families in affordable, comprehensive state or federal health coverage programs and local health initiatives. Such strategies may include, but not limited to, providing information about the Medi-Cal program on the application for free and reduce-price meals in accordance with law and providing students and parents/guardians with information about the low-cost Healthy Families insurance program.

(cf. 3553 – Free and Reduced Price Meals)

Program Evaluation

In order to continuously improve school health services, the YCCA Executive Board shall evaluate the effectiveness of such services and the extent to which they continue to meet student needs.

The YCCA Administrator or designee shall provide the YCCA Executive Board with periodic reports that may include, but not necessarily be limited to, rates of participation in school health services; change in student outcomes such as attendance or achievement; feedback from staff and participants regarding program accessibility and operations, including accessibility to low-income and linguistically and culturally diverse students and families; and program costs and revenues.

(cf. 0500 – Accountability)

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children

49073-49079 Privacy of student records

49423.5 Specialized physical health care services

49557.2-49558 Eligibility for free and reduced-price meals; sharing information with Medi-Cal

FAMILY CODE

6920-6929 Consent by minor for medical treatment

GOVERNMENT CODE

95020 Individualization family services plan

HEALTH CODE

104830-104865 School-based application of fluoride or other tooth decay-inhibiting agent

121020 HIV/AIDS testing and treatment; parental consent for minor under age 12

123110 Minor's right access health records

123115 Limitation on parent/guardian access to minor's health records

123800-123995 California Children's Services Act

124025-124110 Child Health and Disability Prevention Program

124172-124174.6 Public School Health Center Support Program

124260 Mental health service; consent by minors age 12 and older

130300-130317 Health Insurance Portability and Accountability Act (HIPPA)

WELFARE AND INSTITUTIONS CODE

14059.5 Definition of "medically necessary"

14100.2 Confidentiality of Medi-Cal information

14115 Medi-Cal claims process

14124.90 Third-party health coverage

14132.06 Covered benefits; health services providing by local educational agencies

14132.47 administrative claiming process and targeted case management

CODE OF REGULATIONS, TITLE 10

2699.6500-2699.6905 Healthy Families Program

CODE OF REGULATIONS, TITLE 17

2951 Testing standards for hearing tests

6800-6874 Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 22

51009 Confidentiality

51050-51192 Definition of Medi-Cal providers and services
51200 Requirements for providers
51231.2 Wheelchair van requirements
51270 Local educational agency provider; conditions for participation
51304 Limitations on specified benefits
51309 Psychology, physical therapy, occupational therapy, speech pathology, audio logical services
51323 Medical transportation services
51351 Targeted case management services
51360 Local educational agency; types of services
51491 Local educational agency; eligibility for payment
51535.5 Reimbursement to local educational agency providers
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act (FERPA)
UNITED STATES CODE, TITLE 42
1320C-9 Prohibition against disclosure of records
1397aa-1397jj State Children's Health Insurance Program
CODE OF FEDERAL REGULATIONS, TITLE 42
413.300 Use and disclosure of information on Medicaid applicants and recipients
CODE OF FEDERAL REGULATIONS, TITLE 45
164.500-164.534 Health Insurance Portability and Accountability Act (HIPPA)

Management Resource:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS
LEA Medi-Cal Provider Manual
California School-Based Medi-Cal Administrative Activities Manual
DEPARTMENT OF HEALTH SERVICES POLICY LETTERS
00-06 Managed Care Plan Relationships with Local Education Agency Provides, December 11, 2000

WEB SITES

California Department of Education, Health Services and School Nursing:
<http://www.cde.ca.gov/Is/he/hn>
California Department of Health Care Services: <http://www.dhcs.ca.gov>
California Department of Public Health: <http://www.cdph.ca.gov>
California School District Centers Association: <http://www.schoolhealthcenters.org>
California School Nursing Organization: <http://www.csno.org>

Adopted:

TRUANCY

To improve student attendance, the YCCA Administrator shall implement positive steps to identify the reasons for a student's unexcused absences and to help resolve the problems caused by truancy. Such strategies shall focus on early intervention and may include, but not be limited to, communication with parents/guardians and the use of student study teams.

(cf. 5113 - Absences and Excuses)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6176 - Weekend/Saturday Classes)

In addition, the YCCA Administrator shall cooperate with other agencies within the community to meet the needs of students who have serious school attendance or behavior problems and to maintain a continuing inventory of community resources, including alternative programs.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Habitually truant students may be referred to a school attendance review board, a truancy mediation program operated by the county's district attorney or probation officer, and/or juvenile court in accordance with law.

For purposes of California's welfare system (CalWORKS), a student shall be determined to be regularly attending school unless he/she has been referred to the county district attorney or probation office pursuant to Education Code 48263.

Legal Reference: (see next page)

Legal Reference:

EDUCATION CODE

1740 *Employment of personnel to supervise attendance (county superintendent)*

37223 *Weekend classes*

41601 *Reports of average daily attendance*

46000 *Records (attendance)*

46010-46014 *Absences*

46110-46119 *Attendance in kindergarten and elementary schools*

46140-46147 *Attendance in junior high and high schools*

48200-48208 *Children ages 6-18 (compulsory full-time attendance)*

48240-48246 *Supervisors of attendance*

48260-48273 *Truants*

48290-48296 *Failure to comply; complaints against parents*

48320-48324 *School attendance review boards*

48340-48341 *Improvement of student attendance*

49067 *Unexcused absences as cause of failing grade*

VEHICLE CODE

13202.7 *Driving privileges; minors; suspension or delay for habitual truancy*

WELFARE AND INSTITUTIONS CODE

601-601.4 *Habitually truant minors*

11253.5 *Compulsory school attendance*

CODE OF REGULATIONS, TITLE 5

306 *Explanation of absence*

420-421 *Record of verification of absence due to illness and other causes*

ATTORNEY GENERAL OPINIONS

66 *Ops.Cal.Atty.Gen. 245, 249 (1983)*

Management Resources:

CDE MANAGEMENT ADVISORIES

0114.98 *School Attendance and CalWORKS, Management Bulletin 98-01*

CDE PUBLICATIONS

School Attendance Review Board Handbook, 1995

CSBA ADVISORIES

0520.97 *Welfare Reform and Requirements for School Attendance*

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

Adopted:

DISCIPLINE

The YCCA Executive Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The YCCA believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

YCCA policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. YCCA shall develop disciplinary rules to meet the school's individual needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, YCCA policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5136 - Gangs)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6164.5 - Student Success Teams)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

The YCCA Administrator or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

DISCIPLINE (continued)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference: CIVIL

CODE

1714.1 Parental liability for child's misconduct

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

49330-49335 Injurious objects

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CDE PROGRAM ADVISORIES

1010.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

1223.88 Corporal Punishment, CIL: 88/9-5

WEB SITES

CDE: <http://www.cde.ca.gov>

USDOE: <http://www.ed.gov>

Adopted:

SUICIDE PREVENTION

The YCCA Executive Office recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the YCCA Administrator or designee shall develop measures and strategies for suicide prevention, intervention, and postvention (intervention conducted after a suicide.)

The YCCA Executive Board recognize the need to specifically address high-risk groups, including but not limited to, all of the following:

- Youth bereaved by suicide,
- Youth with disabilities, mental illness, or substance use disorders,
- Youth experiencing homelessness or in out of home settings, such as foster care,
- Lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

In developing measures and strategies for use by YCCA, the YCCA Administrator or designee shall consult as appropriate with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, para-educators, school counselors, administrators, and other district employees who interact with students in the secondary grades

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention Program:

<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services

Administration: <http://www.samhsa.gov>

Adopted:

The Yolo County Board of Education shall consider an appeal against any school district within the county for its failure or refusal to issue an interdistrict attendance permit to a student, or for its failure or refusal to enter into an interdistrict attendance agreement with another school district for the student's attendance. (Education Code 46601)

If the request for interdistrict attendance involves a school district located within the county and a school district located in a different county, the County Board shall have jurisdiction if the denial of the permit, or the refusal or failure to enter into an agreement, is by the school district within the county. If both school districts deny the permit or refuse or fail to enter into an agreement, the County Board shall have jurisdiction only if the school district within the county is the student's district of residence. (Education Code 46601)

The appeal shall be filed in writing, by a person having legal custody of the student, within 30 calendar days of the district failure or refusal to issue a permit, or to enter into an agreement allowing the interdistrict attendance. Failure to appeal within the required time is good cause for denial of an appeal. (Education Code 46601)

The appeal shall be accepted only upon verification by the County Superintendent of Schools or designee that appeals within the district have been exhausted. (Education Code 46601)

YCOE Appeals Process

1. Pursuant to Education Code 46601 *et seq*, the Yolo County Board of Education ("County Board") shall hear and resolve interdistrict attendance appeals that involve school districts within Yolo County or certain appeals that involve a district in Yolo County and a district in another county.
2. The County Board is given authority by law to adopt rules and regulations establishing procedures for interdistrict attendance appeals. In an effort to make such legal procedures understandable to parents, guardians, students and school districts, the County Board has reviewed and adopted the contents of the "Interdistrict Attendance Appeal Process Handbook" dated 08-25-15. The Handbook is established as an administrative regulation to govern interdistrict attendance appeals filed with the County Board.
3. The County Board has established limits on the types of appeals it will consider regarding interdistrict attendance agreements. These limitations are set forth in detail in E5118.00: Interdistrict Attendance Appeal Process Handbook.

(continued)

4. Although the law allows total discretion by the County Board to determine whether to grant or deny an interdistrict attendance agreement on appeal, the County Board has adopted certain criteria to guide its decision. The County Board believes that it is the responsibility of the person filing the appeal to provide facts which meet one or more of the criteria. Even if the parent/guardian submits such facts, the County Board will also consider any adverse impacts to the school district(s) in question and balance the competing factors. The criteria to be considered by the County Board is set forth in the Handbook.

Hearing

No later than 10 days prior to the hearing, the secretary to the County Board shall serve upon all parties involved, a notice by certified mail, return receipt requested. The notice shall include details of the date, time and place of the hearing, and of the opportunity to submit written statements and documentation, and to be heard on the matter.

The County Board shall conduct a hearing within 30 calendar days after the appeal is filed, to determine whether the student should be permitted to attend school in the district of his/her choice. If it is impractical for the County Board to comply with the time requirement for the hearing, the County Board may extend the time period for up to an additional five school days. (Education Code 46601)

Final Order of the County Board

Hearing Officer or Administrative Panel without Authority to Render Final Decision

The County Board shall render a decision within 10 days of receiving the hearing officer/administrative panel's recommended decision. (Education Code 46601)

The County Board shall either grant or deny an appeal on its merits. However, if new evidence or grounds for the request are introduced, the County Board may remand the matter for further consideration by the district or districts.

If the County Board determines that the student should be permitted to attend school in the district of choice, the County Board shall fix the length of time for the student's attendance in that district, and the student shall be admitted to a school in that district without delay. (Education Code 44601, 46602)

All parties shall be notified in writing of the decision of the County Board. (Education Code 46602)

Legal Reference: (see next page)

(continued)

Legal Reference:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48209-48209.17 Student attendance alternatives

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

GOVERNMENT CODE

11455.20 Contempt

54950-54962 Ralph M. Brown Act (re closed sessions)

Adopted: August 25, 2015

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

The YCCA Executive Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

(cf. 5020 - Parent Rights and Responsibilities)

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the YCCA Executive Board or YCCA Administrator except as provided by law, YCCA policy and administrative regulation. (Education Code 49066)

(cf. 5125.3 - Challenging Student Records)

Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level. The YCCA Administrator shall establish and regularly evaluate a uniform grading system, and site administrators shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

(cf. 6011 - Academic Standards)

(cf. 6020 - Parent Involvement)

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests and portfolios.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

Grade Point Average (GPA)

The YCCA Administrator shall recommend the methodology to be used in calculating students' grade point averages.

The YCCA Administrator shall also recommend whether extra grade weighting will be assigned for honors courses that are substantially similar in depth, breadth and rigor to an Advanced Placement course, an entry-level college course or a community college level course.

(cf. 6141.5 - Advanced Placement)

Legal Reference: (see next page)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

Legal Reference:

EDUCATION CODE

41505-41508 *Pupil Retention Block Grant*

48070 *Promotion and retention*

48205 *Excused absences*

49066 *Grades; finalization; physical education class*

49067 *Mandated regulations regarding student's achievement*

49069.5 *Students in foster care, grades and credits*

CODE OF REGULATIONS, TITLE 5

10060 *Criteria for reporting physical education achievement, high schools*

UNITED STATES CODE, TITLE 20

1232g *Family Education Rights and Privacy Act (FERPA)*

6101-6251 *School-to-Work Opportunities Act of 1994*

COURT DECISIONS

Owasso Independent School District v. Falvo (2002) 122 S.Ct. 934

Las Virgenes Educators Association v. Las Virgenes Unified School District (2nd Appellate District 2001)

86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District (N.D.Cal. 1989) 720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education (App. 2 Dist. 1986) 224 Cal.

Rptr. 885, 179 C.A. 3d 593

Management Resources:

CDE PUBLICATIONS

Elementary Makes the Grade!, 2001

WEB SITES

CDE: <http://www.cde.ca.gov>

Advanced Placement Challenge Project: <http://www.apchallenge.net>

Adopted:

RELEASE OF DIRECTORY INFORMATION

The YCCA Executive Board recognize the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, YCCA policy, and administrative regulation.

The YCCA Administrator or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with YCCA policy and administrative regulation.

(cf. 1112 - Media Relations)

The YCCA Administrator or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of YCCA students. (Education Code 49073)

Colleges and prospective employers, including military recruiters, shall have access to directory information. Military recruiters shall have access to a student's name, address, and telephone number, unless the parent/guardian has specified that the information not be released in accordance with law and administrative regulation. (20 USC 7908; 10 USC 503; Education Code 49603)

Legal Reference:

EDUCATION CODE

49061 Definitions

49063 Notification of parents of their rights

49073 Release of directory information

49073.5 Directory information; military representatives; telephone numbers

49603 Public high schools; military recruiting

UNITED STATES CODE, TITLE 10

503 Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Access to High School Students and Information on Students by Military Recruiters, 2002

WEB SITES

U.S. Department of Education, Family Policy Compliance Office:

<http://www.ed.gov/policy/gen/guid/fpco/index.html>

Adopted:

PARENT RIGHTS AND RESPONSIBILITIES

The YCCA Executive Board recognizes that parents/guardians of the YCCA students have certain rights as well as responsibilities related to the education of their children.

The YCCA Executive Board believes that the education of YCCA students is a shared responsibility. The YCCA Executive Board shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school or program site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school/program.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

(cf. 5022 - Student and Family Privacy Rights)
(cf. 6020 - Parent Involvement)

The YCCA Executive Board County shall ensure that YCCA staff understand the rights of parents/guardians afforded by law and Executive Board policy and follow acceptable practices that respect those rights.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The YCCA Executive Board shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

(cf. 5145.6 - Parental Notifications)

The YCCA Executive Board shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

Legal Reference: (see next page)

PARENT RIGHTS AND RESPONSIBILITIES (continued)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

35291 Disciplinary rules

48070.5 Promotion and retention of students

48985 Notice to parent in language other than English

49091.10-49091.19 Parental review of curriculum and instruction

49602 Confidentiality of pupil information

51100-51102 Parent/guardian rights

51513 Personal beliefs

60510 Disposal of surplus instructional materials

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of pupil rights

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

CDE: <http://www.cde.ca.gov>

Adopted:

CONCEPTS AND ROLES

The YCCA Executive Board and the YCCA shall make every effort to maintain a safe, positive school environment and student services that promote student welfare and academic achievement. The YCCA expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct and respect for others.

(cf. 5113 - Absences and Excuses)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)

The YCCA is fully committed to providing equal educational opportunities and keeping the schools free from discriminatory practices. The County Office shall not tolerate the intimidation or harassment of any student for any reason.

(cf. 5145.3 - Nondiscrimination/Harassment)

The YCCA shall establish and keep parents/guardians and students well informed about school rules and regulations related to attendance, health examinations, records, grades and student conduct. When conducting hearings related to discipline, attendance and other student matters, the Y C C A shall afford students their due process rights in accordance with law.

(cf. 5125 - Student Records)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5145.6 - Parental Notifications)
(cf. 9000 - Role of the Board)

Legal Reference:

EDUCATION CODE
35160 Authority of governing boards
35160.1 Broad authority of school districts
35291-35291.5 Rules

Adopted:

The Yolo County Board of Education shall consider an appeal against any school district within the county for its failure or refusal to issue an interdistrict attendance permit to a student, or for its failure or refusal to enter into an interdistrict attendance agreement with another school district for the student's attendance. (Education Code 46601)

If the request for interdistrict attendance involves a school district located within the county and a school district located in a different county, the County Board shall have jurisdiction if the denial of the permit, or the refusal or failure to enter into an agreement, is by the school district within the county. If both school districts deny the permit or refuse or fail to enter into an agreement, the County Board shall have jurisdiction only if the school district within the county is the student's district of residence. (Education Code 46601)

The appeal shall be filed in writing, by a person having legal custody of the student, within 30 calendar days of the district failure or refusal to issue a permit, or to enter into an agreement allowing the interdistrict attendance. Failure to appeal within the required time is good cause for denial of an appeal. (Education Code 46601)

The appeal shall be accepted only upon verification by the County Superintendent of Schools or designee that appeals within the district have been exhausted. (Education Code 46601)

YCOE Appeals Process

1. Pursuant to Education Code 46601 *et seq*, the Yolo County Board of Education ("County Board") shall hear and resolve interdistrict attendance appeals that involve school districts within Yolo County or certain appeals that involve a district in Yolo County and a district in another county.
2. The County Board is given authority by law to adopt rules and regulations establishing procedures for interdistrict attendance appeals. In an effort to make such legal procedures understandable to parents, guardians, students and school districts, the County Board has reviewed and adopted the contents of the "Interdistrict Attendance Appeal Process Handbook" dated 08-25-15. The Handbook is established as an administrative regulation to govern interdistrict attendance appeals filed with the County Board.
3. The County Board has established limits on the types of appeals it will consider regarding interdistrict attendance agreements. These limitations are set forth in detail in E5118.00: Interdistrict Attendance Appeal Process Handbook.

(continued)

4. Although the law allows total discretion by the County Board to determine whether to grant or deny an interdistrict attendance agreement on appeal, the County Board has adopted certain criteria to guide its decision. The County Board believes that it is the responsibility of the person filing the appeal to provide facts which meet one or more of the criteria. Even if the parent/guardian submits such facts, the County Board will also consider any adverse impacts to the school district(s) in question and balance the competing factors. The criteria to be considered by the County Board is set forth in the Handbook.

Hearing

No later than 10 days prior to the hearing, the secretary to the County Board shall serve upon all parties involved, a notice by certified mail, return receipt requested. The notice shall include details of the date, time and place of the hearing, and of the opportunity to submit written statements and documentation, and to be heard on the matter.

The County Board shall conduct a hearing within 30 calendar days after the appeal is filed, to determine whether the student should be permitted to attend school in the district of his/her choice. If it is impractical for the County Board to comply with the time requirement for the hearing, the County Board may extend the time period for up to an additional five school days. (Education Code 46601)

Final Order of the County Board

Hearing Officer or Administrative Panel without Authority to Render Final Decision

The County Board shall render a decision within 10 days of receiving the hearing officer/administrative panel's recommended decision. (Education Code 46601)

The County Board shall either grant or deny an appeal on its merits. However, if new evidence or grounds for the request are introduced, the County Board may remand the matter for further consideration by the district or districts.

If the County Board determines that the student should be permitted to attend school in the district of choice, the County Board shall fix the length of time for the student's attendance in that district, and the student shall be admitted to a school in that district without delay. (Education Code 44601, 46602)

All parties shall be notified in writing of the decision of the County Board. (Education Code 46602)

Legal Reference: (see next page)

(continued)

Legal Reference:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48209-48209.17 Student attendance alternatives

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

GOVERNMENT CODE

11455.20 Contempt

54950-54962 Ralph M. Brown Act (re closed sessions)

Adopted: August 25, 2015

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

Child Abuse Prevention

The YCCA Executive Board recognizes the YCCA's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The YCCA instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The YCCA Administrator or designee shall seek to incorporate community resources into the YCCA's child abuse prevention programs. To the extent feasible, the YCCA Administrator or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The YCCA Executive Board recognizes that child abuse has severe consequences and that the YCCA has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The YCCA Administrator or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The YCCA Administrator or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the YCCA Administrator or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference: (see next page)

CHILD ABUSE PREVENTION AND REPORTING (continued)

Legal Reference:

EDUCATION CODE

32280-32288 *Comprehensive school safety plans*
33308.1 *Guidelines on procedure for filing child abuse complaints*
44690-44691 *Staff development in the detection of child abuse and neglect*
44807 *Duty concerning conduct of students*
48906 *Notification when student released to peace officer*
48987 *Dissemination of reporting guidelines to parents*
49001 *Prohibition of corporal punishment*
51220.5 *Parenting skills education*

PENAL CODE

152.3 *Duty to report murder, rape, or lewd or lascivious act*
273a *Willful cruelty or unjustifiable punishment of child; endangering life or health*
288 *Definition of lewd or lascivious act requiring reporting*
11164-11174.4 *Child Abuse and Neglect Reporting Act*

WELFARE AND INSTITUTIONS CODE

15630-15637 *Dependent adult abuse reporting*

CODE OF REGULATIONS, TITLE 5

4650 *Filing complaints with CDE, special education students*

Management Resources:

CDE LEGAL ADVISORIES

0514.93 *Guidelines for parents to report suspected child abuse*

WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center: <http://safestate.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information: <http://nccanch.acf.hhs.gov>

Adopted:

STUDENT EXPULSION APPEALS

The Yolo County Board of Education shall hear and determine an appeal of an expulsion order issued against a student by a school district within the jurisdiction of the county.

A student expelled by the governing board of a school district or his/her parent/guardian (appellant) may appeal the expulsion to the County Board within 30 days of the school district's action. The appeal shall be filed in writing and shall include the following information:

1. Name of the expelled student
2. Contact address and telephone number of the student and/or parent/guardian
3. Name of respondent school district
4. Date of respondent school district's action to expel student
5. Ground(s) on which appeal is based

The appellant shall submit to the County Board, a certified copy of the written transcripts and supporting documents of the proceedings before the school district. Because delay in receiving the transcripts may prejudice the student's case, the student is encouraged to request a copy of the transcripts and other related records from the district no later than the date on which the appeal is filed. (Education Code 48921)

The County Board shall hold a hearing within 20 school days of the filing of the appeal. (Education Code 48919)

No later than 10 days prior to the hearing, the secretary to the County Board shall serve upon the student and the respondent school board, by certified mail, return receipt requested, a notice of the hearing including details such as the date, time and place of the hearing. The notice shall also contain a statement that the hearing shall be in closed session unless the student requests in writing at least five days prior to the hearing, that the hearing be conducted in open session.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the County Board shall hear an appeal of an expulsion order in closed session, unless the student requests in writing at least five days prior to the hearing that the hearing be conducted at a public meeting. If such request is made, the hearing shall be public unless another student's privacy rights would be violated. (Education Code 48920)

STUDENT EXPULSION APPEALS (continued)

Whether the expulsion hearing is held in closed or public session, the County Board may meet in closed session to deliberate on the appeal. If the County Board admits one of the parties or their representative(s) to the closed session, the other party or their representative(s) shall also be allowed to attend the closed session. (Education Code 48920)

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48919)

Scope of Review

The County Board shall determine the appeal based on the record of the hearing before the County Office governing board and other applicable documentation and/or regulations. No evidence other than that contained in the record of proceedings of the district governing board shall be heard except in a *de novo* proceeding, granted pursuant to Education Code 48923. (Education Code 48921)

A *de novo* proceeding involves an independent determination by the County Board, of all the issues previously considered by the school district's governing board.

The County Board's review shall be limited to: (Education Code 48922)

1. Whether the governing board acted without or in excess of its jurisdiction.
2. Whether there was a fair hearing before the governing board.
3. Whether there was a prejudicial abuse of discretion in the hearing. Abuse of discretion is established if:
 - a. School officials did not meet the procedural requirements of Education Code 48900-48926;
 - b. The decision to expel the student is not supported by the findings prescribed by Education Code 48915; or
 - c. The findings are not supported by the evidence
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board.

STUDENT EXPULSION APPEALS (continued)**Final Order of the County Board**

The County Board shall render its final decision within three school days of the hearing unless the student requests a postponement. (Education Code 48919)

The County Board's decision shall be limited as follows: (Education Code 48923)

1. Where the County Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced, or which was improperly excluded at the hearing before the governing board, the County Board may remand the matter to the governing board for reconsideration or grant a hearing *de novo*.
2. Where the County Board determines that the governing board decision is not supported by findings required to be made by Education Code 48915, but evidence supporting such findings exists in the record of the proceedings, the County Board shall remand the matter to the governing board for adoption and inclusion of the required findings.
3. In all other cases, the County Board shall either affirm or reverse the decision of the governing board. If the County Board reverses a governing board's decision, the County Board may direct the governing board to expunge all references to the expulsion action from the district and student's records, and the expulsion shall be deemed not to have occurred.

The decision of the County Board shall be final and binding upon the student and the governing board. The student and the governing board shall be notified of the final order of the County Board, in writing, either by personal service or by certified mail. The order shall become final when rendered. (Education Code 48924)

Legal Reference: (see next page)

STUDENT EXPULSION APPEALS (continued)

Legal Reference:

EDUCATION CODE

1981 Enrollment of students

17292.5 Program for expelled students

35145 Public meetings

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

GOVERNMENT CODE

11455.20 Contempt

54950-54962 Ralph M. Brown Act (re closed sessions)

COURT DECISIONS

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182 John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308

Management Resources:

CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

WEB SITES

CDE: <http://www.cde.ca.gov> CSBA:

<http://www.csba.org>

Adopted: August 25, 2015

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

SAFETY

The YCCA Executive Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The YCCA Administrator or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 3320 - Claims and Actions Against the District)*
- (cf. 3514 - Environmental Safety)*
- (cf. 3514.1 - Hazardous Substances)*
- (cf. 3514.2 - Integrated Pest Management)*
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)*
- (cf. 3530 - Risk Management/Insurance)*
- (cf. 3542 - School Bus Drivers)*
- (cf. 3543 - Transportation Safety and Emergencies)*
- (cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*
- (cf. 4119.43/4219.43/4319.43 - Universal Precautions)*
- (cf. 5131 - Conduct)*
- (cf. 5131.1 - Bus Conduct)*
- (cf. 5141 - Health Care and Emergencies)*
- (cf. 5141.22 - Infectious Diseases)*
- (cf. 5142.1 - Identification and Reporting of Missing Children)*
- (cf. 5143 - Insurance)*
- (cf. 5144 - Discipline)*
- (cf. 5144.1 - Suspension and Expulsion/Due Process)*
- (cf. 6145.2 - Athletic Competition)*
- (cf. 6161.3 - Toxic Art Supplies)*
- (cf. 6163.2 - Animals at School)*
- (cf. 7111 - Evaluating Existing Buildings)*

Staff shall be responsible for the proper supervision of students during school hours, during school-sponsored activities, and while students are using County Office transportation to and from school.

The YCCA Administrator or designee shall ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

- (cf. 5141.7 - Sun Safety)*
- (cf. 6142.8 - Comprehensive Health Education)*

Legal Reference: (see next page)

Legal Reference:

EDUCATION CODE

8482-8484.6 *After School Education and Safety Program*
17280-17317 *Building approvals (Field Act)*
17365-17374 *Fitness of school facilities for occupancy*
32001 *Fire alarms and drills*
32020 *School gates; entrances for emergency vehicles*
32030-32034 *Eye safety*
32040 *First aid equipment*
32225-32226 *Two-way communication devices in classrooms*
32240-32245 *Lead-free schools*
32250-32254 *CDE school safety and security resources unit*
32280-32289 *Safety plans*
44807 *Duty of teachers concerning conduct of students*
44808 *Exemption from liability when students are not on school property*
44808.5 *Permission for students to leave school grounds; notice (high school)*
45450-45451 *Crossing guards*
48900 *Hazing*
49300-49307 *School safety patrol*
49330-49335 *Injurious objects*
49341 *Hazardous materials in school science laboratories*
51202 *Instruction in personal and public health and safety*

GOVERNMENT CODE

810-996.6 *California Tort Claims Act*

HEALTH AND SAFETY CODE

115725-115735 *Playground safety*
115775-115800 *Wooden playground equipment*
115810-115816 *Playground safety and recycling grants*

PENAL CODE

245.6 *Hazing*

PUBLIC RESOURCES CODE

5411 *Purchase of equipment usable by physically disabled persons*

VEHICLE CODE

21100 *Rules and regulations; crossing guards*
21212 *Use of helmets*
42200 *Fines and forfeitures, disposition by cities*
42201 *Fines and forfeitures, disposition by counties*

CODE OF REGULATIONS, TITLE 5

202 *Exclusion of students with a contagious disease*
570-576 *School safety patrols*
5531 *Supervision of social activities*
5552 *Playground supervision*
5570 *When school shall be open and teachers present*
14103 *Bus driver; authority over pupils*

Legal Reference continued: (see next page)

Legal Reference: (continued)

COURT DECISIONS

Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138

Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990

Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508

Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Management Resources:

AMERICAN SOCIETY FOR TESTING AND MATERIALS

F 1487-05, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, 2005

U.S. CONSUMER PRODUCT SAFETY COMMISSION PUBLICATIONS

Handbook for Public Playground Safety, Pub. No. 325, 1994, rev. 1997

WEB SITES

American Society for Testing and Materials: <http://www.astm.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

California Department of Health Services: <http://www.dhs.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Environmental Protection Agency: <http://www.epa.gov>

U.S. Consumer Product Safety Commission: <http://www.cpsc.gov>

U.S. Department of Education, Safe Schools: <http://www.ed.gov/about/offices/list/osep/osep/gtss.html>

Adopted:

Sample Calendar for Yolo County Charter Academy (2018-2019 calendar approval in 2018)

July (9 days extended year)

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

August (11 days)

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

September (20 days)

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

October (22 days)

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

November (15 days)

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

December (15 days)

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

January (15 days)

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

February (18 days)

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

March (22 days)

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

April (16 days) (3 days extended year)

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

May (22 days)

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

June (6 days) (9 days extended year)

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

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

*End of Month-Register	
1st Mo - 19 days	
2nd Mo -20 days	7th Mo - 19 days
3rd Mo - 18 days	8th Mo - 15 days
4th Mo - 15 days	9th Mo - 20 days
5th Mo - 16 days	10th Mo - 19 days
6th Mo - 19 days	

Staff Orientation: 8/14/2017	
Instructional Days:	
Regular Year = 180	
Extended Year = 21	
Month () = Teacher Work Days--182	
Calendar F	6/5/2017



AGREEMENT

BETWEEN

**YOLO COUNTY
OFFICE OF EDUCATION**

AND

**CALIFORNIA
SCHOOL EMPLOYEES ASSOCIATION**

CHAPTER No. 639

JULY 1, 2016 – JUNE 30, 2019

(Revised May 8, 2017)

AGREEMENT

BETWEEN

YOLO COUNTY
OFFICE OF EDUCATION

And

CALIFORNIA
SCHOOL EMPLOYEES ASSOCIATION

CHAPTER No. 639

TABLE OF CONTENTS

Article Title	Page No.
1. Recognition	1
1.1 CSEA Recognition	
1.2 Scope of Representation	
2. Term of Agreement	2
2.1 Term of Agreement	
2.2 Reopener	
3. Organizational Security	3
3.1 Dues and Service Fee Deductions	
3.2 CSEA Dues	
3.3 Service Fees	
3.4 Contribution in Lieu of Dues or Service Fee	
3.5 Remittance to CSEA	
3.6 Information Required	
3.7 Notification to New Employees	
3.8 Hold Harmless	
4. Personnel Files	5
4.1 Personnel Files	
4.2 Evaluation	
5. Organizational Rights	6
5.1 CSEA Rights	
5.2 Distribution of Contract	
6. Job Representatives	7
6.1 Purpose	
6.2 Selection of Job Representatives	
6.3 Duties and Responsibilities of Job Representatives	
7. Definitions	8
8. Hours and Overtime	10
8.1 Workweek	
8.2 Workday	
8.3 Reduction in Assigned Time	
8.4 Adjustment of Assigned Time	
8.5 Rest Periods and Meal Periods	
8.6 Overtime	
8.7 Minimum Call-In Time	
8.8 Right of Refusal	
8.9 Hours Worked	
8.10 Off Site Program Schedules	
8.11 Classroom Instructional Support Staff Workyear	

9. Pay and Allowances	13
9.1 Regular Rate of Pay	
9.2 Frequency – Once Monthly	
9.3 Payroll Errors	
9.4 Lost Warrants	
9.5 Pay Increases	
9.6 Promotion	
9.7 Mileage	
9.8 Meals	
9.9 Lodging	
9.10 Out of Class Pay	
9.11 Bilingual Compensation	
9.12 Summer Refund Pay	
10. Employee Expenses and Materials	16
10.1 Uniforms	
10.2 Replacing or Repairing Employee’s Property	
10.3 Safety Equipment	
10.4 Physical Examinations	
10.5 Employee Achievement Awards	
10.6 Hold Harmless Clause	
11. Fringe Benefits/Retirement Contribution	17
11.1 Employees and Dependent Insurance Coverage	
11.2 Paid Benefits – Full-Time Employees	
11.3 Part-Time Employees	
11.4 Employees on Unpaid Leave	
11.5 Retiree’s Health Benefits	
11.6 Retirement Contribution	
11.7 IRC 125 Plan	
12. Holidays	19
12.1 Scheduled Holidays	
12.2 Substitute Holidays	
12.3 Holidays on Saturday or Sunday	
12.4 Staff Development Day	
12.5 Holiday Eligibility	
13. Vacation Plan	21
13.1 Eligibility	
13.2 Paid Vacation	
13.3 Accumulation	
13.4 Vacation Pay	
13.5 Vacation Pay Upon Termination	
13.6 Vacation Carry-Over	
13.7 Holidays	
13.8 Vacation Scheduling	
13.9 Interruption of Vacation	

14. Leaves	23
14.1 Bereavement Leave	
14.2 Jury Duty	
14.3 Military Leave	
14.4 Sick Leave	
14.5 Industrial Accident and Illness Leave	
14.6 Entitlement to Other Sick Leave	
14.7 Break in Service	
14.8 Personal Necessity Leave	
14.9 Personal Business Leave	
14.10 Parental Leave	
14.11 General Leaves	
14.12 Retraining and Study Leave	
14.13 Family Care Leave	
14.14 Prior Notice, Permission and Verification of Absences	
15. Hiring	29
15.1 Distribution of Job Information	
15.2 Student Employees	
16. Transfers	30
16.1 Job Site Transfers	
16.2 Lateral Transfers	
16.3 Medical Transfers	
16.4 Itinerant Paraeducator	
16.5 Non-Disciplinary Reassignment	
17. Promotion	33
17.1 First Consideration	
17.2 Posting of Notice	
17.3 Notice Contents	
17.4 Filing	
17.5 Vacancies Occurring After the Fourth Week of School	
18. Classification and Changes in Classification	35
18.1 Placement in Designated Classification Title	
18.2 Newly Created Classes of Positions	
18.3 Incumbent Rights	
18.4 Downward Adjustment	
18.5 Salary Placement of Reclassified Positions	
18.6 Reclassification Requests	
19. Layoff and Reemployment	37
19.1 Reason for Layoff	
19.2 Notice of Layoff	
19.3 Reduction in Hours	
19.4 Order of Layoff	
19.5 Displacement Rights	
19.6 Layoff in Lieu of Bumping	
19.7 Equal Seniority	

19.8	Reemployment Rights	
19.9	Voluntary Demotion or Voluntary Reduction in Hours	
19.10	Retirement in Lieu of Layoff	
19.11	Seniority Roster	
19.12	Notification of Reemployment Opening	
19.13	Employee Notification to Superintendent	
19.14	Reemployment in Highest Class	
19.15	Improper Layoff	
19.16	Reinstatement of Seniority	
19.17	Compensatory Time	
19.18	Fringe Benefits	
19.19	Personal Necessity Leave	
19.20	Seniority List	
19.21	Notice to CSEA	
20.	Disciplinary Action	41
20.1	Definitions	
20.2	Probationary Employees	
20.3	Permanent Employees	
20.4	Notification to Employee	
20.5	No Hearing Request	
20.6	Hearing Request	
20.7	Employment Status Pending Appeal or Waiver	
21.	Grievance Procedure	45
21.1	Definitions of Terms Used in This Article	
21.2	Time Limits Specified in This Article	
21.3	The Grievance Procedure	
21.4	Miscellaneous Provisions Relating to This Article	
22.	Safety	48
23.	The Effects of Contracting Out Bargaining Unit Work	49
23.1	Restriction on Contracting Out	
24.	Severability	50
25.	Professional Growth	51
26.	Contract Provisions	52
27.	Concerted Activities	53
27.1	No Strikes	
27.2	Violation	
27.3	Lockout	
28.	Negotiations	54
28.1	Notification and Public Notice	
28.2	Commencement of Negotiations	
28.3	Release Time for Negotiations	

- 28.4 Ratification of Additions or Changes
- 28.5 Completion of Meet and Negotiations

29. Management Rights	55
29.1 Rights	
29.2 Limits	
29.3 Emergencies	
30. One-On-One Paraeducators	56
31. Catastrophic Leave	57
32. Complaint Process	58
Signatures	59

APPENDIX

DUES SCHEDULE	A
SALARY SCHEDULE	B
SP 4117.1/4217.1	C

Article 1. RECOGNITION

1.1 CSEA Recognition

The Superintendent hereby acknowledges that CSEA is the exclusive bargaining Representative for all classified employees with the exception of restricted, substitute, short term, or student employees. Also excluded from the bargaining unit are lawfully designated Certificated, Management, Confidential or Supervisory personnel.

1.2 Scope of Representation

The scope of representation shall be limited to that of Government Code 3540, et seq. Nothing herein may be construed to limit the right of the Superintendent to consult with CSEA on any matter outside the scope of representation.

Article 2. TERM OF AGREEMENT

2.1 Term of Agreement

This Agreement shall remain in full force and effect up to and including June 30, 2019.

2.2 Reopener

2.2.1 For 2016-2017, the parties agree to reopen salaries, benefits and (2) additional items chosen by each party upon notification prior to November 1, 2016.

2.2.2 For 2017-2018, the parties agree to reopen salaries, benefits and (2) additional items chosen by each party upon notification prior to November 1, 2017.

2.2.3 For 2018-2019, the parties agree to reopen salaries, benefits and (2) additional items chosen by each party upon notification prior to November 1, 2018.

Article 3. ORGANIZATIONAL SECURITY

3.1 Dues and Service Fee Deductions

The YCOE shall deduct in accordance with the current CSEA dues and service fees schedule, dues from the wages of all employees who are members of CSEA on the date of the execution of this Agreement, and who have submitted dues authorization forms to the YCOE.

3.2 CSEA Dues

The YCOE shall deduct dues in accordance with the current CSEA dues and service schedule, from the wages of all employees who after the date of the execution of this Agreement, become members of CSEA and submit to the YCOE a dues authorization form.

3.3 Service Fees

Employees in the bargaining unit who are not members of CSEA on the effective date of this Agreement and employees who hereafter come into the bargaining unit shall, either within thirty (30) days of the date of the Agreement or of their employment, apply for membership and execute an authorization for dues deduction, or in the alternative and conditioned upon CSEA's diligent good faith effort to obtain voluntary membership in CSEA, the YCOE shall deduct from the salaries of employees not applying for membership, a service fee as set forth in the current CSEA dues and service fees schedule provided further that the employee doesn't elect to conscience option in 3.4.

3.4 Contribution in Lieu of Dues or Service Fee

Those employees who refuse to join and object to paying a service fee to CSEA as a matter of religious belief or conscience pursuant to Government Code section 3546.3, may inform the YCOE to which of the following they would like their salary deductions made. Employees electing this option who request CSEA to represent them in the grievance process must reimburse CSEA for the reasonable cost.

3.4.1 Red Cross

3.4.2 United Way

3.5 Remittance to CSEA

With respect to all sums deducted by the YCOE, whether for membership dues or equivalent fees, the YCOE agrees to remit such monies promptly to CSEA.

3.6 Information Required

CSEA agrees to furnish any information needed by the YCOE and the YCOE agrees to furnish any information needed by CSEA to fulfill the provisions of the Article.

3.7 Notification to New Employees

The YCOE agrees to inform all new employees of this contract Article provision during the hiring process.

3.8 Hold Harmless

CSEA agrees to indemnify, defend and hold the Superintendent and the County Board of Education harmless against any claims relating to the deduction/collection of service fees provided herein.

Article 4. PERSONNEL FILES

4.1 Personnel Files

- 4.1.1 The personnel file of each employee shall be maintained at the Superintendent's central administration office. Any personnel files kept by any Supervisor of any employee shall not contain any material that is not in the main personnel file except time keeping records and other such material which are usually kept in a working file.
- 4.1.2 Employees shall be provided with copies of any derogatory written material ten (10) days before it is placed in the employee's personnel file. The employee shall be given an opportunity during normal working hours, not to exceed one (1) hour with arrangement with the employee's immediate supervisor, to prepare a written response to such material. The written response, if any, shall be attached to the material.
- 4.1.3 All personnel files shall be kept in confidence and shall be available for inspection to employees of the Superintendent only when actually necessary in the proper administration of YCOE affairs or the supervision of the employee. The Superintendent or Designee shall keep a log indicating the persons who have examined a personnel file as well as the date such examinations were made. Such log and the employee's personnel file shall be available for examination by the employee or his/her CSEA representative if authorized by the employee. The log shall be maintained in the employee's personnel file.
- 4.1.4 Any person who places written material or drafts written material for placement in an employee's file shall sign the material and signify the date on which such material was drafted. Any written material placed in a personnel file shall indicate the date of such placement.
- 4.1.5 No derogatory material in personnel files which is more than two years old shall be used as the basis for any disciplinary action.

4.2 Evaluation

No evaluation of any employee shall be placed in any personnel file without an opportunity for discussion between the employee and the evaluator. No evaluation shall be made based upon hearsay statements but shall only be based upon the direct observation of the evaluator or signed supportive documentation. Any evaluation of substandard rating shall include specific recommendations in writing for improvements and provisions for assisting the employee in implementing any recommendations made. The employee shall have the right to review and respond to any substandard evaluation in accordance with section 4.1 above. It is understood that in signing the Evaluation Report Form, the employee's signature does not necessarily imply agreement with the conclusions of the supervisor/evaluator. Only supervisory or management employees shall be evaluators.

4.2.1 Grievance Procedure

CSEA or any employee in the bargaining unit shall have the right to utilize the grievance procedure provided in this Agreement for resolving procedural disputes arising under this Article.

ARTICLE 5. ORGANIZATIONAL RIGHTS

5.1 CSEA Rights

CSEA shall have the following rights in addition to the rights contained in any other portion of this agreement.

- 5.1.1 The right of access at reasonable times to areas in which employees work.
- 5.1.2 The right to use, without charge, institutional bulletin boards, mailboxes, and the use of the school mail system, and other YCOE means of communications for the posting or transmission of information or notices concerning CSEA matters.
- 5.1.3 The right of Chapter #639 to meet in a large conference room of the YCOE Conference Center once a month from 5 p.m. to 8 p.m. on a day the County Office is open (Monday through Friday) without charge, unless it would interfere with regularly scheduled activities. No charge shall be made for use by the Chapter of designated small meeting rooms. Use of the YCOE Conference Center facilities at other times shall be subject to normal charges for use of those facilities. Arrangements for use of facilities shall be made in accordance with normal YCOE procedure.
- 5.1.4 Materials in personnel files of employees which may serve as a basis for affecting the status of their employment are to be made available for the inspection of the person involved. An authorized representative for the employee shall have the same right when accompanied by the employee or upon the presentation of written authorization signed by the employee.
- 5.1.5 The right to be supplied with a complete "hire date" seniority roster of all bargaining unit employees as needed.
- 5.1.6 CSEA shall have the right to review and obtain, upon request, non-confidential material in possession of, or produced by, the Superintendent which is relevant and necessary for CSEA to fulfill its role as the exclusive bargaining representative. CSEA shall pay the on-site duplication costs of such materials. If the Superintendent is unable to duplicate materials on site, the CSEA President shall be notified.
- 5.1.7 Up to ten (10) days of release time for use by the CSEA President or any other person designated by the President for necessary CSEA business. Two (2) days advance notice shall be given to the President's or designee's immediate supervisor. In addition, the CSEA President or designee shall receive release time for regular County Board meetings plus one budget meeting.
- 5.1.8 The right to conduct an orientation session on this Agreement for bargaining unit employees during regular working hours at the regularly scheduled orientation, not to exceed one and one half hours per year.

5.2 Distribution of Contract

CSEA will print contracts for all classified employees including new employees and will distribute them. YCOE will print and distribute contracts to management.

Article 6. JOB REPRESENTATIVES

6.1 Purpose

The Superintendent recognizes the need and affirms the right of CSEA to designate Job Representatives from among employees in the unit. It is agreed that CSEA in appointing such representatives does so for the purpose of promoting an effective relationship between the Superintendent and employees by helping to settle problems at the lowest level of supervision.

6.2 Selection of Job Representatives

CSEA reserves the right to designate the number and the method of selection of job representatives. CSEA shall notify the Superintendent in writing of the names of the Job Representatives and the group they represent. If a change is made, the Superintendent shall be advised in writing of such change.

6.3 Duties and Responsibilities of Job Representatives

The following shall be understood to constitute the duties and responsibilities of Job Representatives:

- 6.3.1 Job Representative refers to both the site representative and the job steward. The site representative takes complaints, refers members to the proper job steward and distributes general information. The job steward investigates complaints, prepares and presents grievances.
- 6.3.2 Each Job Representative shall notify his/her immediate supervisor of his/her designation as a Job Representative.
- 6.3.3 After notifying his/her immediate supervisor, a Job Representative shall notify the supervisor of the grievant of his/her presence. The Job Representative is permitted to discuss any problems with all employees immediately concerned and, if appropriate, to attempt to achieve settlement in accordance with the grievance procedure.
- 6.3.4 The Job Steward may be released for up to one-half hour to discuss a grievance with the grievant and/or other employees immediately concerned in preparation for presentation of a grievance at levels one or two.
- 6.3.5 The grievant also has a right to release time for presentation of a grievance and for up to one-half hour's preparation time to conference with the Job Steward.

Article 7. DEFINITIONS

- 7.1 **“Allocation”** is the placement of a class of employees on a specific salary schedule range or rate.
- 7.2 **“Class”** is any group of positions sufficiently similar in duties, responsibilities, and authority that the same job title, minimum qualifications, and salary range are appropriate for all positions in the class.
- 7.3 **“Class Description”** is the description of the duties, responsibilities, minimum qualifications, and authority of positions in a class.
- 7.4 **“Classification”** is the act of placing a position in a class. Each position in the classified service shall have a designated title, a regular minimum number of assigned hours per day, days per week, and months per year, a statement of specific duties required to be performed in each such position, and the regular hourly or monthly salary range for each such position.
- 7.5 **“Demotion”** is a change in assignment of an employee from a position in one class to a position in another class that is allocated to a lower salary range.
- 7.6 **“Derogatory Materials”** are materials which contain unfavorable comments, letters of correction or direction, letters of reprimand, unfavorable evaluations, disciplinary notices or any material which reflects unfavorably on the employee.
- 7.7 **“Displacement Right”** is the right of an employee, under certain conditions, to displace an employee with less seniority in a class.
- 7.8 **“Health and Welfare Benefits”** means any form of insurance or similar benefit programs, including, but not limited to, medical, hospitalization, surgical, prescription drug, dental, optical, psychiatric, life, disability, prepaid legal, or income protection insurance, or annuity programs.
- 7.9 **“Hire Date Seniority”** is established by the first day of paid service in a bargaining unit position.
- 7.10 **“Incumbent”** is an employee assigned to a position and who is currently serving in, or on leave from, the position.
- 7.11 **“Industrial Accident or Illness”** is an injury or illness arising out of, or in the course of, employment with the Superintendent.
- 7.12 **“Involuntary Demotion”** is a demotion without the employee’s voluntary written consent.
- 7.13 **“Leave and Transfer Policies”** means any policy concerning any form of employee leave or transfer, including, but not limited to, sick leave, vacations, personal leave, industrial accident or illness leave, holidays, training leave, or transfer of an employee from one site to another.
- 7.14 **“Minimum Qualifications”** are qualifications mandated for the position and which must be possessed by an employee before he/she can be considered for employment in a specific class.

- 7.15 “Notice”** – Whenever notice is required under this Agreement, notice to the Superintendent shall be by personal delivery or First Class Mail to the Office of the Superintendent. Notice to CSEA shall be by personal delivery or First Class Mail to the President of the local chapter.
- 7.16 “Permanent Employee”** is a regular employee who successfully completes an initial probationary period, which shall consist of six (6) working months of service beyond the initial date of employment by the Superintendent.
- 7.17 “Probationary Employee”** is a regular employee who has not been employed for the required length of time to be classified as a permanent employee pursuant to Education Code section 45113. A probationary employee is any classified employee who has served six (6) months or less in paid status in his/her classification. Such period shall not include sick leave, vacation, or other leaves during which the employee is not performing his/her duties.
- 7.18 “Promotion”** is a change in the assignment of an employee from a position in one class to a position in another class with a higher salary range.
- 7.19 “Reclassification”** means the upgrading of a position to a higher classification as a result of the gradual increase of the duties being performed by the incumbent in such position
- 7.20 “Reemployment”** is the return to duty of an employee who has been placed on a reemployment list.
- 7.21 “Reemployment List”** is a list of names of persons who have been laid off for lack of work or lack of funds, or exhaustion of sick leave, industrial accident or illness, or other leave privileges, and who are eligible for reemployment with examination in their former class for a period of thirty-nine (39) months, said list arranged in order of their right to employment.
- 7.22 “Regular Employee”** is any employee, whether permanent, probationary, full-time or part-time, who is not classified as a restricted, substitute, short-term, or student employee.
- 7.23 “Restricted Employee”** is an employee hired pursuant to any local, state, or federally-funded program which restricts employment to persons in low income groups, designated impoverished areas, and any other criteria which restrict the privilege of all citizens to compete for employment under that program.
- 7.24 “Safety Conditions of Employment”** means any work related condition affecting the health, safety, or welfare of the employee.

Article 8. HOURS AND OVERTIME

8.1 Workweek

The workweek for regular full-time employees shall consist of five (5) consecutive days, Monday through Friday, of eight (8) hours per day and forty (40) hours per week. This Article shall not restrict the extension of the regular workday or workweek on an overtime basis when such is necessary to carry on the business of the Superintendent, except as provided for in section 8.6. The workweek beginning Monday and ending Friday may be changed by mutual agreement of the employee and his/her supervisor but the five (5) workdays must be consecutive. When a position is vacated or created, the current workweek of Monday through Friday may also be changed by the Superintendent providing the five (5) workdays are consecutive.

8.1.1 Four Consecutive Day Workweek

Notwithstanding the provisions of section 8.1, the Superintendent may establish a 10 hour per day, 40 hour, four consecutive day workweek for all, or certain classes of employees, or for employees within a class when by reason of the work location and duties actually performed by such employees, their services are not required for a workweek of five consecutive days. When a four day workweek is established, the overtime rate shall be paid for all hours worked in excess of the required workday, which shall not exceed 10 hours. Work performed on the fifth, sixth and seventh days shall be compensated for at a rate equal to one and a half times the regular rate of pay of the employee designated and authorized to perform the work. The provisions of sections 8.6 and 8.6.1 shall not apply to employees assigned a four day, ten hour work schedule.

8.2 Workday

The length of the workday shall be designated by the Superintendent for each classified Assignment in accordance with the provisions set forth in this Agreement. At the time of employment, each employee in the bargaining unit shall be assigned a fixed, regular, and ascertainable minimum number of hours. The specific fixed hours (not including the number of hours) may be changed by the Superintendent or designee on thirty (30) days advance notice to the employee.

8.2.1 Notwithstanding the foregoing, new employees hired pursuant to section 16.2.5 shall be assigned a temporary minimum number of hours for the remainder of the school year and shall be assigned a fixed, regular number of hours for the following school year based on their assignment for that year.

8.3 Reduction in Assigned Time

Any reduction in assigned time shall be accomplished in accordance with Article 19. CSEA does not waive their rights to negotiate the decision to reduce hours.

8.4 Adjustment of Assigned Time

A classified employee who works a minimum of 30 minutes per day in excess of his/her assignment for a period of 20 consecutive working days or more shall have his/her basic assignment changed to reflect the longer hours for the remainder of the fiscal year in order to

acquire fringe benefits on a properly prorated basis as provided in the Collective Bargaining Agreement. At the end of the fiscal year, YCOE may reassign the employee to the regular hours of his/her previous basic assignment. The hours become permanent if the employee is reassigned to those hours at the start of the next fiscal year.

8.5 Rest Periods and Meal Periods

- 8.5.1 All bargaining unit employees shall be granted rest periods which, insofar as practicable, shall be in the middle of each work period at the rate of fifteen (15) minutes per three and three quarters (3.75) hours worked or major fraction thereof.
- 8.5.2 Specified rest periods may be designated when the operations of the Superintendent require someone to be present at the employee's work site at all times. The times of such staggered rest periods shall be mutually agreed upon between employees and their Supervisors.
- 8.5.3 All bargaining unit employees working six (6) hours or more per day shall have a scheduled unpaid meal period of not less than thirty (30) minutes at approximately the middle of the workday.
- 8.5.4 The Superintendent may designate staggered lunch breaks when the operations of the Superintendent require someone to be present at the employee's work site at all times.

8.6 Overtime

All overtime hours as defined in this section shall be compensated at a rate of pay equal to time and one-half the regular rate of pay of the employee for all work required or permitted. Overtime is defined to include any time worked in excess of eight (8) hours in any one day or on any one shift or in excess of forty (40) hours in any calendar week.

- 8.6.1 All employees regularly assigned less than eight (8) hours per day shall be paid overtime in accordance with sections 45128 and 45131 of the Education Code.
- 8.6.2 When a classified employee is requested to work on any paid holiday, he/she shall be paid compensation, or given compensatory time off for such work, in addition to the regular pay received for the holiday, at the rate of time and one half his regular rate of pay.
- 8.6.3 A manager *may* offer the employee the opportunity to take compensatory time off in lieu of overtime pay and the employee has the choice of pay or compensatory time, if offered. An employee does not have a right to compensatory time in lieu of overtime pay. Any compensatory time in lieu of overtime pay shall be at the rate of time and a half. Compensatory time off shall be taken by the last day of the month following the month in which it was accrued, except any compensatory time off accrued in June must be taken by June 30, the end of the fiscal year. Any compensatory time off accrued but not taken as set forth above shall be reflected as overtime on a time sheet and submitted to payroll by the first working day of the next month. Each manager who offers compensatory time off will keep a record of compensatory time accrued and compensatory time taken.

8.7 Minimum Call-In Time

Any regular employee called in to work on a day when the employee is not scheduled to work shall receive a minimum of three (3) hours pay at the appropriate rate of pay under this Agreement.

8.8 Right of Refusal

Any employee shall have the right to reject any offer or request for overtime, or call back or call-in time except when no qualified employee agrees to a request for overtime. Any employee of the bargaining unit who does not desire to work overtime or be called back or called in shall so inform his/her supervisor. After reasonably looking at available alternatives, the supervisor may require an employee to work overtime.

8.8.1 Any employee may decline to discuss work with a supervisor on the telephone, email, or by text messaging during non-work hours, without fear of retribution.

8.9 Hours Worked

For the purpose of computing the number of hours worked, all time during which an employee is in paid status shall be construed as hours worked.

8.10 Off Site Program Schedules

Employees working in an off site program shall work the number of days prescribed in their employment contract. The specific days of work shall be prescribed by their supervisor.

8.11 Classroom Instructional Support Staff Work Year

Effective July 1, 1999, the regular work year for Paraeducators shall be 182 days.

Article 9. PAY AND ALLOWANCES

9.1 Regular Rate of Pay

The regular rate of pay for each position in the bargaining unit shall be in accordance with the rates established for each class as provided for in Appendix B, which is attached hereto and by reference incorporated as a part of the Agreement. The regular rate of pay shall include any shift differential and/or longevity increment required to be paid under this Agreement.

9.2 Frequency – Once Monthly

All employees in the bargaining unit shall be paid once per month payable on or before the last working day of the month. If the normal pay date falls on a holiday, the paycheck shall be issued on the preceding workday.

9.3 Payroll Errors

Any payroll error for an employee in the bargaining unit shall be corrected not later than three (3) working days after the payroll error is discovered. If the payroll error results in the unit member incurring bank late charges or fees, YCOE will reimburse the unit member up to \$50 for such bank late charges or fees, as determined and approved by YCOE. At the unit member's request, payroll may provide a written explanation to the bank to assist with reversing the late charges or fees.

9.4 Lost Warrants

Any payroll warrant for an employee in the bargaining unit which is lost after receipt or which is not delivered within seven (7) days of mailing, if mailed, shall be replaced not later than three (3) working days following the employee's notice to the payroll department for replacement of the warrant, and the employee's signing an agreement that if the warrant is found, the employee will return it uncashed or if the warrant is cashed by the employee or deposited to the employee's account, the employee authorizes YCOE to deduct the amount from the next payroll warrant.

If the Yolo County Office of Education receives notice that a check previously reported lost has been cashed, Yolo County Office of Education shall immediately notify the employee of that fact and that the amount will be deducted from the employee's next paycheck unless the entire amount is repaid prior to the next pay day.

9.5 Pay Increases

Each employee shall receive a 2% one-time lump sum payment based on a unit member's current annual salary placement. The 2015-2016 salary schedule shall be increased by 2% retroactive for the 2016-2017 school year.

9.6 Promotion

Any employee in the bargaining unit receiving a promotion under the provisions of this Agreement shall be moved to the appropriate range and the lowest step on that range which shall result in at least a five percent (5%) increase in pay. Additional steps may be granted for years of experience.

9.6.1 Demotion

Any employee in the bargaining unit receiving a demotion under the provisions of this Agreement shall be moved to the appropriate range and the same step which he/she held on the higher range.

9.7 Mileage

Any employee in the bargaining unit required to use his/her vehicle on YCOE business shall be reimbursed at the prevailing rate per mile for all miles driven on behalf of the YCOE. The mileage computation shall include mileage necessary to return to the employee's normal job site after the completion of YCOE business. This amount shall be payable in a separate warrant drawn against YCOE funds.

9.8 Meals

Any employee in the bargaining unit who, as a result of work assignment or approved conference or workshop attendance, is required to be away from the YCOE will be reimbursed for meals in accordance with current policy, unless the cost of the meal is included in the registration fee. However, if the total cost of three (3) meals exceeds the above in one day, the excess cost will be the responsibility of the employee. When an employee has authorized attendance at conferences or workshops where special meals are an integral part of the program, the employee will be reimbursed for the actual meal cost. Receipts are required for all meal reimbursements.

9.9 Lodging

Any employee in the bargaining unit who, as a result of work assignment or approved conference and workshop attendance, must be lodged away from home shall be reimbursed for the actual cost of lodging. Receipts are required for all lodging reimbursements.

9.10 Out-of-Class Pay

Any employee required to work out of class in a higher classification for a period of more than five (5) working days in a fifteen (15) calendar day period will receive a 5% increase for all hours worked out-of-class, when such work is requested by the supervisor.

9.10.1 Notwithstanding the foregoing, if an employee is temporarily assigned to a position in another classification, which would be considered a promotion, for thirty (30) calendar days or more, the employee will be paid in accordance with section 9.6 commencing with the first day of the assignment.

9.11 Bilingual Compensation

YCOE may designate bilingual positions according to the following:

9.11.1 Assessment

The Human Resources Office shall assess bilingual skills. To qualify for a bilingual stipend, a person must demonstrate fluent oral skills and minimal written skills.

9.11.2 Bilingual Stipend

The bilingual stipend shall be 5% of base pay per year. YCOE may designate bilingual positions which require bilingual skills (oral and written) to be used a minimum of 30% of the work year as a requirement of the assignment. Such designation shall be for one year periods. In the first six weeks of each school year, YCOE shall designate the positions for the year. The affected employees shall be notified and a list shall be provided to CSEA. Additional short-term positions may be designated by management after the sixth week of the new school year. If an employee feels that he/she is doing work which entitles him/her to bilingual pay, the employee may present a request to his/her manager for review. The duties of a bilingual position may include interpreting (oral) at IEP meetings and may include preparing a brief written note at such meetings (such as a list of goals).

9.11.3 Bilingual Pay

YCOE may designate bilingual positions which require bilingual skills (oral and written) to be used on an as needed basis. To qualify for Bilingual Pay, a person must demonstrate fluent oral skills and minimal written skills. The duties of a bilingual position may include interpreting (oral) at IEP meetings and may include preparing a brief written note at such meetings (such as a list of goals). A unit member required to provide bilingual services will be paid an additional 5% increase only for hours worked providing these services, when such work is requested by the supervisor. The unit member will submit a timesheet for Bilingual Pay to payroll by the first working day of the next month.

9.11.4 Not Part of Base Pay

A bilingual stipend shall not be considered part of base pay for computation of salary on transfer or promotion.

9.12 Summer Refund Pay

CSEA and YCOE agree to implement compliance with Section 409A of Title 26 of the U.S. Code effective July 1, 2008.

Article 10. EMPLOYEE EXPENSES AND MATERIALS

10.1 Uniforms

The Superintendent shall pay the full cost of the purchase, lease, rental, cleaning and maintenance of uniforms, identification badges, emblems, and cards required by the Superintendent to be worn or used by bargaining unit employees.

10.2 Replacing or Repairing Employee's Property

The Yolo County Office of Education shall reimburse employees for any loss, damage or destruction of personal equipment, with the exception of hand tools or other equipment normally provided by the employees in the course of their duties, if such equipment has been approved for use by the employee's supervisor prior to loss, damage, or destruction. Should any employee suffer destruction or damage to eyeglasses as a result of student behavior, YCOE shall reimburse the employee for replacement costs not covered by insurance on receipt of proof that loss occurred as a result of such behavior.

10.3 Safety Equipment

Should the employment duties of an employee in the bargaining unit reasonably require use of any equipment or gear to insure the safety of the employee or others, the Superintendent agrees to furnish such equipment or gear.

10.4 Physical Examinations

The Superintendent agrees to provide the full cost of any medical examination of regular employees required for continued employment, or when directed by the employee's supervisor.

10.5 Employee Achievement Awards

The Superintendent agrees, with the consultation of CSEA, to provide a program of monetary awards to employees in the bargaining unit who provide valuable suggestions relating to improved procedures or time and money-saving plans in relation to their area of assignment and responsibilities. Evaluation of the proposals will be made by the Superintendent or designee. Approved proposals qualifying for monetary awards will be determined by rules and regulations established by the Superintendent or designee and CSEA representatives. A committee of two bargaining unit members appointed by CSEA and two managers appointed by YCOE shall meet to establish rules and regulations to implement this section.

10.6 Hold Harmless Clause

To the extent allowed by applicable sections of the Government Code, Education Code, Title V California Code of Regulations, and adopted Policies, the Superintendent agrees to defend the employees represented by CSEA, Chapter 639, for any action while performing regularly assigned duties for the Yolo County Office of Education. The Superintendent will not provide for the defense of Civil Actions brought against employees if the act or omission of the employee was not in the course of his/her employment; if the employee acted or failed to act because of actual fraud, corruption, or actual malice; if the employee did not use legally defensible action; or if the defense of the action by the Superintendent would create a conflict of interest between the Superintendent and the employee. The Superintendent will not provide for defense of an employee in any criminal action.

Article 11. FRINGE BENEFITS/RETIREMENT CONTRIBUTION

11.1 Employees and Dependent Insurance Coverage

YCOE will offer a plan of insurance which includes medical, dental and vision insurance. Changes in carriers or providers shall be subject to negotiations between the parties. If YCOE is unable to continue in a current plan and the parties are unable to reach agreement on a new plan within thirty (30) days prior to the expiration date, the YCOE shall have the right to select a new plan with comparable benefits.

11.2 Paid Benefits – Full-Time Employees

Commencing July 1, 2017, YCOE will contribute up to \$625 monthly (\$7,500 annually) per full-time unit member towards the cost of health and welfare benefits as provided in 11.1.

11.3 Part-Time Employees

11.3.1 Employees who work at least twenty (20) hours per week shall be entitled to participate in health and welfare benefits with the YCOE contributing fifty percent (50%) of the monthly cap. Employees working less than 20 hours per week may participate in the appropriate group, medical, dental and vision plan at the employees' expense.

11.3.2 Part-time employees who work at least thirty (30) hours per week shall be entitled to participate in health and welfare benefits with the YCOE contributing 87.5% of the monthly cap.

11.3.3 Employees hired on or before January 18, 1982 and who work at least twenty (20) hours or more per week are eligible to receive the same health & welfare benefits as those provided for full-time employees.

11.4 Employees on Unpaid Leave

Employees on unpaid leave may continue to be covered under the YCOE fringe benefit program at their own cost.

11.5 Retiree's Health Benefits

11.5.1 Current Employees

All bargaining unit members retiring on or after July 1, 1991 who are entitled to extended health and welfare benefits for retirees pursuant to the provisions of the Administrative Regulation 4117.1/4217.1 as revised by Board action in April 1991, shall be entitled to continuation of hospital and medical insurance premium payments up to \$345 per month until they reach age 65. The YCOE will pay \$75 per month towards a Medicare supplement policy thereafter. All conditions of AR 4117.1/4217.1 regarding eligibility shall apply.

11.5.2 New Employees

New bargaining unit employees hired after July 1, 1991, shall not be eligible for continuation of hospital and medical insurance premium payments pursuant to AR 4117.1/4217.1 after retirement, however, they shall have the rights to which they are entitled under COBRA.

11.5.3 Agreement Supersedes Policy

The terms of this Agreement shall supersede any provisions of AR 4117.1/4217.1 which are inconsistent with the Agreement.

11.6 Retirement Contribution

YCOE shall pay 60% of the employee contribution to PERS. YCOE shall implement the PERS pickup for the remainder of the employee's contribution for retirement so as to allow the amount of money deducted from the employee's salary for retirement to be pre-tax dollars. Effective July 1, 2013, all new unit members shall be required to pay 100% of the employee contribution of PERS pursuant to the Public Employment Pension Reform Act of 2013 ("PEPRA") and its implementing regulations. Effective July 1, 2016, all unit members shall be required to pay 100% of the employee contribution to PERS pursuant to PEPRA and its implementing regulations. To offset the resulting reduction in the employer contribution to PERS, effective July 1, 2016, YCOE shall increase the salary schedule for all unit members by 4.2%.

11.7 IRC 125 Plan

YCOE agrees to an expanded IRC 125 plan to cover not only premium conversion, but also dependent care and medical expense reimbursement.

Article 12. HOLIDAYS

12.1 Scheduled Holidays

The Superintendent agrees to provide all employees in the Bargaining unit with the following paid holidays:

- 12.1.1 New Year's Day
- 12.1.2 Martin Luther King Day
- 12.1.3 Lincoln Day
- 12.1.4 President's Day
- 12.1.5 Memorial Day
- 12.1.6 Independence Day
- 12.1.7 Labor Day
- 12.1.8 Admission Day or other substitute holiday pursuant to Education Code §45206.5 and §45205
- 12.1.9 Veteran's Day
- 12.1.10 Thanksgiving Day
- 12.1.11 The Friday following Thanksgiving Day
- 12.1.12 Christmas Day

12.2 Substitute Holidays

The Superintendent may designate other days for holidays set forth in sections 12.1.3, 12.1.4, 12.1.5 and 12.1.9 in accordance with Education Code section 45205.

12.2.1 Off Site School Programs

Employees in year round school programs shall receive the same number of holidays as employees in the same positions in regular school programs.

12.3 Holidays on Saturday or Sunday

12.3.1 When a holiday falls on a Saturday, the preceding workday not a holiday shall be deemed to be that holiday. When a holiday falls on Sunday, the following workday not a holiday shall be deemed to be that holiday.

12.3.2 The operation of this section shall not cause any employee to lose any of the holidays clearly indicated in this Article.

12.4 Staff Development Day

One (1) staff development day, in addition to the regular work schedule for Paraeducators, may be scheduled by YCOE. Paraeducators who actually attend the staff development day will be paid a stipend at their regular hourly rate provided that they sign in and sign out at the beginning and end of the day and are actually in attendance for the full day of the session. To be eligible for the stipend, the Paraeducator must be in actual attendance for the entire session.

12.5 Holiday Eligibility

Except as otherwise provided in this Article, an employee must be in paid status on the working day immediately preceding or succeeding the holiday to be paid for the holiday.

12.5.1 Employees in the bargaining unit who are not normally assigned to duty during the school holidays of December 25 and January 1, shall be paid for those holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

Article 13. VACATION PLAN

13.1 Eligibility

All employees in the bargaining unit shall earn paid vacation time under this article. Vacation benefits are earned on a fiscal year basis — July 1-June 30.

13.2 Paid Vacation

Paid vacation shall be granted to employees in the bargaining unit no later than the fiscal year immediately following the fiscal year in which it is earned. When requested by the employee, the paid vacation may be granted in the fiscal year in which it is earned. However, if an employee is terminated and has been granted vacation which was not yet earned at the time of termination, the Superintendent shall deduct from the employee's final check the full amount of salary which was paid for such unearned days of vacation taken. Earned vacation shall not become a vested right until completion of the initial six (6) months of employment.

13.3 Accumulation

Vacation time shall be earned and accumulated on a monthly basis in accordance with the following schedules:

- 13.3.1 From the first month through the fifth year of continuous service, vacation time shall be earned and accumulated at the rate of 1.25 days vacation for each month of regular full-time service not to exceed fifteen (15) days per fiscal year.
- 13.3.2 Commencing with the sixth year through the tenth year of continuous service, vacation time shall be earned and accumulated at the rate of 1.50 days vacation for each month of regular, full-time service not to exceed eighteen (18) days per fiscal year.
- 13.3.3 Commencing with the eleventh year through the fifteenth year of continuous service, vacation shall be earned and accumulated at the rate of 1.75 days vacation for each month of regular, full-time service not to exceed twenty-one (21) days per fiscal year.
- 13.3.4 Commencing with the sixteenth year of continuous service, one additional day of vacation shall be earned and accumulated for each additional year of regular, full-time service, not to exceed a maximum of thirty (30) days.
- 13.3.5 Regular part-time employees shall be granted a prorated share of vacation time in the same ratio as their regular work hours per day, days per week, or weeks per calendar month bear to eight (8) hours per day, five (5) days per week, or four (4) weeks per calendar month.

13.4 Vacation Pay

Pay for vacation days for all bargaining unit employees shall be the same as that which the employee would have received had he/she been in working status.

13.5 Vacation Pay Upon Termination

When an employee in the bargaining unit is terminated for any reason, he/she shall be entitled to all vacation pay earned and accumulated up to and including the effective date of the termination.

13.6 Vacation Carry-Over

Any employee in the bargaining unit who has been employed for more than one (1) year may elect to carry over twenty (20) days of vacation to the following fiscal year. Any employee projected to have more than 20 days accumulated vacation as of June 30 of any year, shall schedule himself or herself to take sufficient vacation to bring his/her accrued vacation to the twenty (20) days allowed for carry over by June 30.

If the employee has not scheduled the days in excess of twenty (20) by January 1st, he/she will meet with his/her manager by February 1st to schedule the vacation time within allowable limits as of June 30. If an employee is not permitted to use vacation (after having requested vacation during time available for his/her department) and there is not sufficient time before June 30 to reschedule vacation, the employee shall be paid cash for the excess accumulation or allowed to carry over the excess days by mutual agreement.

If the employee has not met with his/her manager and scheduled vacation as set forth above, neither cash payment nor additional carry over will be available.

13.7 Holidays

When a holiday falls during the scheduled vacation of any bargaining unit employee, the holiday day shall not be charged against the employee's accrued vacation.

13.8 Vacation Scheduling

Vacation requests shall be submitted as early as possible, except in emergency situations. Vacations shall be scheduled at times requested by bargaining unit employees so far as possible within the Superintendent's work requirements. Employees shall submit vacation requests by June 15 for the following fiscal year.

13.9 Interruption of Vacation

An employee in the bargaining unit shall be permitted to interrupt or terminate vacation leave in order to begin another type of paid leave provided by this Agreement without a return to active service, provided the employee supplies notice and supporting information regarding the basis for such interruption or termination of the vacation leave to the Superintendent or designee.

Article 14. LEAVES

14.1 Bereavement Leave

Employees shall be granted a leave with full pay in the event of a death in the employee's immediate family. The leave shall be for a period not to exceed three (3) days or not more than five (5) days if the death occurs out of state or outside a radius of 300 miles from the YCOE office. The immediate family is defined to include husband, wife, mother, father, sister, brother, son, daughter, mother-in-law, father-in-law, son-in-law, daughter-in-law, step-mother, step-father, step-son, step-daughter, foster son, foster daughter, brother-in-law, sister-in-law, grandparent, grandchild, or any relative of either spouse living in the immediate household of the employee. Within ten (10) days of returning, the employee shall provide the name of the deceased, city and state, date of death, and relationship to employee. This may be accomplished by including the information in the comments section on the Absence Request Form.

14.2 Jury Duty

An employee shall be entitled to leave without loss of pay for any time the employee is required to perform jury duty. Any meal, mileage, and/or parking allowance paid to the employee by the County for jury duty need not be turned over to the Superintendent.

14.3 Military Leave

An employee shall be entitled to any military leave provided by law and shall retain all rights and privileges granted by law arising out of the exercise of military leave.

14.4 Sick Leave

Unit members shall be entitled to paid sick leave benefits.

14.4.1 A twelve (12) month employee employed five (5) days a week shall be granted twelve (12) days paid leave of absence for each fiscal year of service for illness or injury, exclusive of all days he/she is not required to render service to the Superintendent.

14.4.2 An employee, employed five (5) days a week, who is employed for less than a full fiscal year is entitled to that proportion of twelve (12) days leave of absence for illness or injury as the number of months he/she is employed bears to twelve (12).

14.4.3 A twelve (12) month employee employed less than five (5) days per week shall be entitled to that proportion of twelve (12) days leave of absence for illness or injury as the number of days he/she is employed per week bears to five (5). When persons are employed for less than a full fiscal year of service, this and the preceding paragraph shall determine that proportion of leave of absence for illness or injury to which they are entitled.

14.4.4 Pay for any day of such absence shall be the same as the pay which would have been received had the employee serviced during the day of illness.

14.4.5 At the beginning of each fiscal year, the full amount of eligible sick leave granted under this section shall be credited to each eligible employee with the following exceptions:

- 14.4.5.1 A new employee shall not be eligible to take more than six (6) days sick leave until the first day of the calendar month after completion of six (6) months of active service with the Yolo County Office of Education.
- 14.4.5.2 An employee who has exhausted all accrued sick leave may elect to use vacation time for sick leave if the employee elects to do so at the beginning of each fiscal year. The employee must document the request by submitting the appropriate leave form within ten (10) working days of the start of the new fiscal year. Article 14.14.3 "Sick Leave" will apply to this article.
- 14.4.6 Disabilities because of pregnancy shall be treated as an illness for the purpose of sick leave. Such leave shall not be used for child-caring, child-rearing or preparation for child-bearing but shall be limited to those disabilities set forth above.
- 14.4.7 If an employee does not take the full amount of leave allowed in any year under this section, the amount not taken shall be accumulated from year to year.
- 14.4.8 Effective January 1, 1999, all employees are eligible to convert any accumulated unused sick leave upon retirement to retirement credit in accordance with Government Code section 20882.5 and the Rules and Regulations of the Public Employees Retirement System.
- 14.4.9 Each employee may use any of his/her accrued sick leave in the case of illness or injury of a member of the employee's family as defined in section 14.1 when the presence of the employee is necessary. Such leave shall be charged to the employee's sick leave. In addition, an employee may utilize sick leave for the illness of a relative other than those included in section 14.1, or a person permanently residing in the home of the employee if the Director of Human Resources gives prior approval.

14.5 Industrial Accident and Illness Leave

In addition to any other benefits that an employee may be entitled to under the Workers' Compensation laws of this State, employees shall be entitled to the following benefits:

- 14.5.1 An employee suffering an injury or illness arising out of, and in the course and scope of, his/her employment shall be entitled to a leave of up to sixty (60) working days in any one (1) fiscal year for the same accident or illness. This leave shall not be accumulated from year to year, and when leave will overlap a fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred.
- 14.5.2 Payment for wages lost on any day shall not, when added to an award granted the employee under the Workers' Compensation laws of this state, exceed the normal wage of the day.
- 14.5.3 The industrial accident or illness leave is to be used in lieu of normal sick leave benefits. When entitlement to industrial accident or illness leave under this section has been exhausted, entitlement to other sick leave, vacation or other paid leave may then be used. If, however, an employee is still receiving temporary disability payments under the Workers' Compensation laws of this state at the time of the exhaustion of benefits under this section, he/she shall be entitled to use only so much of his/her accumulated and available normal sick leave and vacation leave which, when added to the Worker's

Compensation award, provides for a day's pay at the regular rate of pay.

14.5.4 Any employee absent from duty because of an Industrial Accident or Illness Leave, who has used all available leave pursuant to this Agreement and is unable to return to duty, may be granted a leave of absence without pay for further recuperation.

14.5.5 Any time an employee in Industrial Accident or Illness leave is able to return to work, he/she shall be reinstated in his/her position.

14.6 Entitlement to Other Sick Leave

When a classified employee is absent from duties on account of illness or accident for a period of five (5) months or less, whether or not the absence arises out of or in the course of employment of the employee, the amount deducted from the salary due him/her for any month in which the absence occurs shall not exceed the sum which is actually paid a substitute employee employed to fill his/her position during the absence. The amount paid the substitute employee during any month shall be less than the salary due the employee absent from his/her duties. If YCOE hires a substitute employee at a rate higher than the regular employee salary, "the sum actually paid a substitute" shall be interpreted to mean the amount which would have been paid had the YCOE substitute salary schedule been used.

14.7 Break in Service

14.7.1 No absence under any paid leave provisions of this Article shall be considered as a break in service for any employee who is in paid status, and all benefits accruing under the provisions of this Agreement shall continue to accrue under such absence.

14.7.2 No period of voluntary absence of less than 120 calendar days shall be considered a break in service for the purposes of earning seniority under this Agreement.

14.8 Personal Necessity Leave

Any seven (7) days of absence earned for sick leave under section 14.4 of this Article may be used by the employee, at his/her election, in cases of personal necessity on the following basis:

14.8.1 The death of a member of the employee's immediate family when additional leave is required beyond that provided in section 14.1 of this Article.

14.8.2 As a result of an accident or illness involving an employee's person or property or the person or property of his/her immediate family.

14.8.3 When resulting from an appearance in any court or before any administrative tribunal as a litigant, party, or witness.

14.8.4 Such other reasons approved by the Superintendent, or designee, prior to taking the leave.

14.9 Personal Business Leave

Each employee shall be entitled to a total of three (3) days paid leave annually for the purpose of conducting personal business. This leave may be taken with the prior approval of the employee's immediate supervisor. These days shall not be deducted from sick leave.

14.10 Parental Leave

The YCOE shall provide parental leave consistent with the requirements set forth in Assembly Bill 2393 and Education Code section 45196.1. Specifically, a classified employee may use his or her sick leave for purposes of parental leave for a period of up to 12 workweeks. When the employee has exhausted all available and accumulated sick leave, and continues to be absent for parental leave, the employee may then use differential leave (Article 14.6) for the remainder of the 12 workweek period of parental leave, if needed. Parental leave is defined as “leave for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee.” This leave is commonly referred to as “bonding leave”. Pursuant to Education Code section 45196.1.

An employee who must be absent from duty because of disability as a result of pregnancy, miscarriage, childbirth, and recovery therefrom is eligible for leave which shall be taken first from available sick leave. Disabilities of this nature shall be treated as temporary disabilities for all job related purposes and shall be treated as such under any health plan available in connection with employment.

14.10.1 The YCOE shall not refuse to do any of the following solely because of an employee’s pregnancy:

14.10.1.1 Hire or employ

14.10.1.2 Bar or discharge her from employment

14.10.1.3 Bar her from training programs, reassignment or promotion

14.10.1.4 Discriminate against her in compensation or in terms, conditions, or privileges of employment.

14.10.2 An employee who is absent from duty for the placement of a child with an employee in connection with the adoption or foster care is eligible for parental leave.

14.10.3 An employee who is absent from duty to care for his/her child or the mother of his/her child at the time of birth is eligible for parental leave.

14.10.4 An employee does not have to be married in order to qualify for the benefits provided in this section.

14.10.5 Upon request, the Superintendent may as an alternative to or in combination with parental leave, provide an employee who is a natural, adopting or foster parent an unpaid leave of absence for the purpose of bonding with his/her child. Such leave shall remain in effect no longer than the end of the sixth month following the birth, adoption or initial foster care period of the child. An employee shall notify the Superintendent that he/she desires to take such leave at least four (4) weeks prior to the anticipated date on which the leave is to commence.

14.11 General Leaves

When no other leaves are available, a leave of absence may be granted to an employee on a paid or unpaid basis at any time upon terms acceptable to the Superintendent and the employee, the final approval of such leave to be made by the Superintendent.

14.12 Retraining and Study Leave

Unit members may request unpaid leave for the purposes of study and/or retraining. This leave shall be a permissive benefit.

- 14.12.1 A leave of absence for study/retraining may be granted to any member of the bargaining unit.
- 14.12.2 The Superintendent shall prescribe standards of service which shall entitle the employee to the leave a absence.
- 14.12.3 Any leave of absence granted under this policy shall not be deemed a break in service for seniority purposes; however, such leave shall not be included in computing service for the granting of any subsequent leave of this type, nor shall employee earn vacation pay, sick leave, holiday pay, or other benefits provided under this Agreement.

14.13 Family Care Leave

Employees may apply for Family Care Leave pursuant to the Family Care Leave Policy.

14.14 Prior Notice, Permission and Verification of Absences

14.14.1 Bereavement Leave

- 14.14.1.1 Employee shall notify the employee's supervisor on or before the first day of leave.
- 14.14.1.2 Verification shall be provided as set forth in section 14.1.

14.14.2 Jury Duty

- 14.14.2.1 Employees shall notify the employee's supervisor at least three (3) days in advance (or as soon as notified if notice is received less than three days before the commencement) of jury duty.
- 14.14.2.2 Employee must attach verification of jury duty (e.g. notice or other documentation) to the absence request form.

14.14.3 Sick Leave

- 14.14.3.1 Employee shall notify the personnel office prior to the commencement of the workday for each day of absence because of illness.
- 14.14.3.2 If the employee expects to be absent more than five (5) consecutive workdays because of illness, the employee shall notify the supervisor of the expected length of absence no later than the fifth day of absence.
- 14.14.3.3 Any employee absent because of illness for more than five (5) consecutive workdays shall provide a physician's certification that the employee was ill and unable to work and a release to return to work on his/her return to work.

14.14.4 Personal Necessity Leave

14.14.4.1 Personal necessity leave absences for death of an immediate family member accident or illness, or appearance in court must be verified by providing information explaining the reason in the comment section of the absence request form and a subpoena or other verification must be attached for court appearances.

14.14.4.2 Personal necessity leave for other reasons must be approved by the Human Resources Office prior to taking the leave. Employees are not authorized to take personal necessity leave for other reasons unless they have received prior approval in advance. Notice of approval must be in writing.

14.14.5 Personal Business Leave

14.14.5.1 Personal business leave is not authorized unless the employee receives prior approval of the immediate supervisor. Notice of approval must be given in writing.

14.14.6 Maternity Leave

14.14.6.1 Requests for maternity leave shall be submitted as far in advance of the commencement of the leave as possible and shall include the duration of the leave. Appropriate verification of disability shall be submitted for use of any sick leave during maternity leave.

14.14.7 General Leaves

14.14.7.1 Requests for general leave must be submitted as far in advance as possible and shall include the reasons for the request. Written approval of the Superintendent or designee is required before such leave can be granted.

14.14.8 Abuse of Leave

14.14.8.1 Employees who do not comply with contractual procedures regarding leaves shall be subject to discipline.

14.14.8.2 YCOE may request verification of reasons for any absence if there is reason to believe there has been abuse of leave.

Article 15. HIRING

15.1 Distribution of Job Information

Upon initial employment and each change in classification, each affected employee in the bargaining unit shall receive a copy of the applicable job description, a specification of the monthly and hourly rates applicable to his/her position, a statement of the duties of the position, a statement of the employee's regular work site, regularly assigned work shift, the hours per day, days per week, and months per year.

15.2 Student Employees

The Superintendent shall not employ any student under any secondary school or college work-study program, or in any state or federally funded work experience program in any position that would directly affect the rights of CSEA or of any employee in the bargaining unit. The Superintendent may employ students (paid or unpaid) in specific programs designed to provide students with unique, real life, school-to-work programs aimed at integrating students into the work force. The purpose of such programs is to provide students with necessary skills and experience to obtain future employment. Such student employees shall be considered short term employees. YCOE and CSEA agree to form a committee to establish guidelines and criteria for this program with a recommendation to be given to the Superintendent's cabinet.

Article 16. TRANSFERS

16.1 Job Site Transfers

No employee shall be temporarily assigned to work in a work location other than the employee's work site for a period in excess of five (5) working days without the written consent of the employee. Any employee who has consented to remain at a work site other than the employee's normal work site for a period in excess of five (5) days may at any time request in writing to be returned to the regular work site. This request may be granted within ten (10) working days after the receipt by the Superintendent of the written request.

16.1.1 The Superintendent or designee may reassign a Paraeducator to another work site or an assignment that may include multiple work sites due to program needs, including day-to-day fluctuations in enrollment and safety issues. This will occur in consultation with the employee. CSEA shall be notified of reassignments that exceed five consecutive days. Mileage shall be paid to a reassigned employee who is required to travel more than 5 additional miles to work as a result of the reassignment. Such employees shall be paid for the difference between the former and new travel. This is an exception to the YCOE travel policy.

16.1.2 The Superintendent or designee may assign a Paraeducator to provide itinerant services at the start of a new school year. The Paraeducator will be required to work at multiple work sites to support a particular program or a variety of programs. Mileage shall be paid to the employee according to the YCOE travel policy.

16.2 Lateral Transfers

Bargaining Unit members eligible for lateral transfer shall have priority consideration for bargaining unit vacancies.

16.2.1 When a new position is created or an existing position becomes vacant, the Superintendent shall first offer the opportunity to transfer to bargaining unit employees serving in the same class. All vacancies shall be posted by the Superintendent for not less than five (5) working days at all work locations prior to being filled. Any employee in the same class may apply for transfer to that position by filing a written notice with the Human Resources department of the YCOE. If more than one (1) qualified employee wishes to be transferred to a particular vacancy, the following factors shall be considered:

- 16.2.1.1 seniority;
- 16.2.1.2 the educational needs of the YCOE;
- 16.2.1.3 past evaluations; and
- 16.2.1.4 the efficient operation of the YCOE.

16.2.2 When all of the above criteria are equal, seniority in hours in the class shall control. When an employee is denied a lateral transfer, he/she shall be given reasons in writing by the Superintendent, upon the employee's request.

16.2.3 Any employee in the same class on leave who has made a written request for notice during the period of the posting shall be mailed a copy of the notice by First Class Mail on the date the position is posted.

16.2.4 An employee in the same class on leave shall have the right to have his/her Job Representative file for the transfer in his/her behalf.

16.2.5 The provisions of section 16.2 shall not apply to vacancies or new positions which occur at any time after the fourth week of school in classroom-related positions. Any outside applicant who is hired to fill such a vacancy shall be notified that the particular assignment is for the remainder of the school year only. The vacancy shall be opened to transfer applicants at the end of the school year in accordance with section 16.2. Notices of openings in these assignments shall be posted by May 15.

16.2.5.1 Instead of hiring an outside applicant for a vacancy or new position occurring after the fourth week of school in classroom-related position, the YCOE may determine to make a temporary reassignment of a current employee and, if YCOE so determines, it shall post the temporary vacancy in the normal manner at all work locations for five days. In such case, the temporary reassignment shall be for the remainder of the school year only and the employee shall return to his/her previous assignment at the end of the fiscal year. The position shall be opened and posted as set forth in section 16.2.5 for the following year.

16.2.6 When programs are moved from one location to another, and when class sizes increase or decrease, the Superintendent or designee may reassign employees to accommodate these changes. Any employee involuntarily reassigned shall have the right to apply for vacant positions at the end of the school year and the fact of the previous reassignment shall be considered along with the four factors set forth in section 16.2.1. The Superintendent shall give 30 (thirty) days notice prior to reassigning an employee. The Superintendent shall also consider hardship expressed by employees.

16.3 Medical Transfers

The Superintendent shall offer alternate work, when available, to an employee who has become medically unable to satisfactorily perform his/her regular job class duties.

16.4 Non-Disciplinary Reassignment

16.4.1 Prior to proceeding with any non-disciplinary reassignment, a meeting shall be held with the employee by the employee's manager, supervisor, and/or teacher to discuss the need to reassign and other available options. A representative of CSEA will be a participant in the meeting. If the employee agrees to the reassignment, no further meetings or conferences shall be required pursuant to sections 16.4.2, 16.4.3, or 16.4.4.

16.4.2 Fifteen working days written notice of reassignment shall be given the employee. The notice shall contain the reason for the reassignment making it clear that it is not a disciplinary matter. The notice shall also inform the employee of the date of the conference provided for in section 16.4.3, and of the employee's right to bring a representative to the conference.

16.4.3 The Director of Human Resources shall schedule a conference with the employee to discuss the reassignment as soon as possible after the notice is sent. The employee's current and future supervisors shall be invited to the conference.

- 16.4.4 During the fifteen-day period between the written notice and the effective date of the reassignment, a transition period shall be scheduled for the employee to meet with the new supervisor and other team members.
- 16.4.5 Any employee involuntarily reassigned through this process may apply for transfer to vacant positions through the normal process.
- 16.4.6 An employee who has been reassigned once in a fiscal year shall not be involuntarily reassigned again during that fiscal year.
- 16.4.7 All notices under section 16.4 shall be copied to CSEA.

Article 17. PROMOTION

17.1 First Consideration

Employees who meet the qualifications for a position which may be considered a promotion within the unit, shall be given first consideration in filling the position before applicants from outside the YCOE are considered for filling the position. First consideration shall mean that promotional applicants who qualify shall be interviewed before any outside applicants.

17.2 Posting of Notice

17.2.1 Notice of all job vacancies shall be posted on bulletin boards in prominent locations at each job site.

17.2.2 The job vacancy notice shall remain posted for a period of five (5) full working days, during which time employees may file for the vacancy. Any employee on layoff during the period of the posting shall be mailed a copy of the notice by First Class Mail on the date the position is posted.

17.3 Notice Contents

The job vacancy notice shall include the job title, brief description of the position and duties, the minimum qualifications required for the position, the assigned job site, the number of hours per day, regular assigned work shift times, days per week, and months per year assigned to the position, the salary range, and the deadline for filing to fill the vacancy.

17.4 Filing

Any employee in the bargaining unit may file for the vacancy by submitting written notice to the Superintendent or designee within the filing period. Any employee on leave or vacation may authorize his/her Job Representative to file on the employee's behalf. The employee may inform the Human Resources department that he/she wishes his/her original application in his/her personnel file to be considered an application for the vacancy or may submit a new application. It is the responsibility of the employee to submit materials to be considered in filling the vacancy. If no such designation or materials are filed, the selection process will consider only material in the employee's personnel file.

17.4.1 The Superintendent may promote any employee who files for the vacancy and meets the qualifications; however, promotional applicants may be required to go through the normal testing and interview process. If the YCOE determines to hire a promotional applicant and there are two (2) or more qualified promotional applicants who have identical qualifications, the employee with the greatest seniority who best meets that specific requirements and/or experience for the position shall be promoted.

17.5 Vacancies Occurring After the Fourth Week of School

The provisions of section 17.1 through 17.4 shall not apply to vacancies or new positions which occur at any time after the fourth week of school in a classroom related position. Any outside applicant who is hired to fill such a vacancy shall be notified that the particular assignment is for the remainder of the school year only. The vacancy shall be opened to transfer applicants at the end of the school year in accordance with sections 17.1 through 17.4. Notices of openings in these assignments shall be posted by May 15 (see section 16.2.5).

17.5.1 Instead of hiring an outside applicant for a vacancy or new position occurring after the fourth week of school in classroom related position, YCOE may determine to make a temporary reassignment of a current employee and, if YCOE so determines, it shall post the temporary vacancy in the normal manner at all work locations for five days. In such case, the temporary reassignment shall be for the remainder of the school year only and the employee shall return to his/her previous assignment at the end of the fiscal year, and the position shall be opened and posted as set forth in section 17.5 above for the following fiscal year. (see section 16.2.5.1)

If the employee is regularly assigned to the same position which he/she held as a temporary assignment, the time served in that classification on temporary assignment shall be credited towards completion of the six-month probationary period. An employee may be reassigned to his/her original position, at any time, at his/her request or by YCOE.

Article 18. CLASSIFICATION AND CHANGES IN CLASSIFICATION

18.1 Placement in Designated Classification Title

Each classified employee of the Superintendent shall, when employed, be placed in the designated classification title according to the job description developed for the area of assignment.

18.2 Newly Created Classes of Positions

All newly created classes of positions, unless specifically exempted by law or by negotiated agreement, shall be assigned to the bargaining unit for representation.

18.3 Incumbent Rights

When an entire class of positions is reclassified, the incumbents in the positions shall be entitled to serve in the new positions. Incumbent(s) in reclassified position(s) shall not be required to serve a new probationary period.

18.4 Downward Adjustment

Any downward adjustment of any filled position or class of positions shall be considered a demotion and shall take place only as a result of following the layoff or disciplinary procedures of the Agreement.

18.5 Salary Placement of Reclassified Positions

When a position is reclassified, the position or positions shall be placed on the salary schedule in a range which will result in at least one (1) range increase above the salary of the existing position or positions.

18.6 Reclassification Requests

18.6.1 Employees who believe that they are entitled to a reclassification due to a change in job duties may submit a reclassification request to YCOE Human Resources department. Human resources shall investigate the relevant circumstances and shall forward a written recommendation to the Superintendent within twenty (20) working days of submission of the request. A copy of the Human Resources Reclassification Recommendation shall be forwarded to the employee and a copy shall be provided to CSEA. In the event the employee does not agree with the recommendation, the employee may, within ten (10) days, request that a classification review panel be convened to review the request and recommendation and to receive further information from the employee and Human Resources. The classification review panel shall make findings and a recommendation to the Superintendent, which shall be advisory.

- 18.6.2 The classification review panel shall consist of three (3) persons with demonstrated expertise in personnel administration. One shall be selected by the Superintendent or designee, one shall be selected by CSEA and the third shall be selected by those two. Any costs of the panel members selected by the parties shall be paid by the selecting party and the costs of the third member shall be divided equally between the parties.
- 18.6.3 The Superintendent's decision regarding a reclassification request filed under this Article shall be final and conclusive.

Article 19. LAYOFF AND REEMPLOYMENT

19.1 Reason for Layoff

Layoff shall occur only for lack of work or lack of funds.

19.2 Notice of Layoff

When, as a result of a bona fide reduction or elimination of the service being performed by any department, classified employees shall be subject to layoff for lack of work, or when there is a lack of funds, affected employees shall be given notice of layoff not less than sixty (60) days prior to the effective date of layoff, and informed of their displacement rights, if any, and reemployment rights. Failure to give written notice to the affected employee(s) under the provisions of this section shall invalidate the layoff.

19.3 Reduction in Hours

Any reduction in regularly assigned time shall be considered a layoff under the provisions of this Article.

19.4 Order of Layoff

Any proposed layoffs shall be identified by classes. The order of layoff shall be based on seniority within that class and higher classes throughout Yolo County Office of Education. An employee with the least seniority within the class plus higher classes shall be laid off first. Seniority shall be based on hire date in current class and equal or higher classes for all employees hired January 1989 and thereafter. All employees hired on or before December 30, 1988, shall be ranked in seniority in their current classes and higher classes of that date and in seniority based on hire date for any higher classes after that date.

19.5 Displacement Rights

An employee laid off from his or her present class may bump into the next lower class in which the employee has greater seniority considering his/her seniority in the lower class and any higher classes. The employee may continue to bump into lower classes to avoid layoff. In order to exercise bumping rights, a laid off employee must notify the Superintendent, in writing, of his/her intent to bump, within fifteen (15) calendar days from receipt of the layoff notice.

19.6 Layoff in Lieu of Bumping

An employee who elects a layoff in lieu of bumping maintains his/her reemployment rights under this Agreement.

19.7 Equal Seniority

If two (2) or more employees subject to layoff have equal class seniority, the determination as to who shall be laid off will be made on the basis of the greater bargaining unit seniority or, if that be equal, the greater hire date seniority, and if that be equal, then the determination shall be made by lot.

19.8 Reemployment Rights

Laid off persons are eligible for reemployment in the class from which laid off for a thirty-nine (39) month period and shall be reemployed in the reverse order of layoff. In addition, they shall have the right to apply for promotional positions within the filing period specified in the Promotion article of the Agreement and use their bargaining unit seniority therein for a period of thirty-nine (39) months following layoff. An employee on a reemployment list shall be notified of promotional opportunities in accordance with the provisions of section 17.2.2 of this Agreement.

19.9 Voluntary Demotion or Voluntary Reduction in Hours

Employees who take voluntary demotions or voluntary reductions in assigned time in lieu of layoff shall be, at the employee's option, returned to a position in their former class or to positions with increased assigned time as vacancies become available, and with no time limit, except that they shall be ranked in accordance with their seniority on any valid reemployment list.

19.10 Retirement in Lieu of Layoff

- 19.10.1 Any employee in the bargaining unit may elect to accept a service retirement in lieu of layoff, voluntary demotion, or reduction in assigned time. Such employee shall within ten (10) workdays prior to the effective date of proposed layoff complete and submit a retirement form provided by the Superintendent for this purpose.
- 19.10.2 The employee shall then be placed on a thirty-nine (39) month reemployment list in accordance with section 19.8 of this Article; however the employee shall not be eligible for reemployment during such other period of time as may be specified by pertinent Government Code sections.
- 19.10.3 The Superintendent agrees that when an offer of reemployment is made to an eligible person retired under this Article, and the Superintendent receives within ten (10) working days a written acceptance of the offer, the position shall not be filled by any other person, and the retired person shall be allowed the required time to terminate his/her retired status.
- 19.10.4 An employee subject to this section who retires and is eligible for reemployment who declines an offer of reemployment equal to that from which laid off shall be deemed to be permanently retired.

19.11 Seniority Roster

The Superintendent shall maintain an updated seniority roster indicating employees' class seniority. Seniority roster shall be obtained from the Superintendent in accordance with section 5.1.5 of the Agreement.

19.12 Notification of Reemployment Opening

Any employee who is laid off and is subsequently eligible for reemployment shall be notified in writing by the Superintendent of an opening for which the employee is eligible and qualified. Such notice shall be sent by certified mail to the last address given the Superintendent by the employee, and a copy shall be sent to CSEA by the Superintendent, which shall acquit the Superintendent of his/her notification responsibility.

19.13 Employee Notification to Superintendent

An employee shall notify the Superintendent of his/her intent to accept or refuse reemployment within ten (10) working days following receipt of the reemployment notice. If the employee accepts reemployment, the employee must report to work within ten (10) working days following receipt of the reemployment notice from the Superintendent.

19.14 Reemployment in Highest Class

Employees shall be reemployed in the highest rated job classification available in accordance with their class seniority. Employees who accept a position lower than their highest former class shall retain their original thirty-nine (39) months rights to the higher paid position.

19.15 Improper Layoff

Any employee who is improperly laid off shall be reemployed immediately upon discovery of the error and shall be reimbursed for all loss of salary and benefits.

19.16 Reinstatement of Seniority

Seniority earned to and including the effective date of layoff shall be reinstated to the employee who is subsequently reemployed by the Superintendent under the reemployment provisions of this Article. Step placement on the salary schedule shall be the same as on the layoff date.

19.17 Compensatory Time

Compensatory time earned and unused at the time of layoff shall be computed and paid off with the final warrant due the employee (separate check).

19.18 Fringe Benefits

A laid off employee shall continue to be covered by the current fringe benefit program paid by the Superintendent for one (1) month after the effective date of his/her layoff, with the option to continue until he/she accepts regular employment, providing the premium is paid to the Yolo County Office of Education no later than the 15th day of the month prior to the month to be covered, but limited to not more than six (6) months.

19.19 Personal Necessity Leave

After receipt of the layoff notice, employees to be laid off shall be permitted to use any available personal necessity leave for the purpose of seeking other employment.

19.20 Seniority List

A seniority list of the classification(s) where layoff will occur shall be made available to CSEA at least five (5) working days prior to sending out layoff notices to the affected employees and will be posted at the following work sites: Greengate, Plainfield, Infant Program and at a work site in West Sacramento.

19.21 Notice to CSEA

When a layoff of classified employees is anticipated by the administration and at least five (5) work days before any action is taken on layoff of classified employees, the Superintendent shall notify the CSEA local chapter president in writing of the proposed action.

Article 20. DISCIPLINARY ACTION

20.1 Definitions

For purposes of this Article, the terms used herein shall have the following listed definitions:

- 20.1.1 **“Disciplinary Action”** includes any action whereby an employee is deprived of any classification in which he/she has permanence, including dismissal, suspension, demotion, or any involuntary reassignment.
- 20.1.2 **“Suspension”** means either temporary removal of an employee from his/her position with loss of pay as a disciplinary measure, or his/her removal pending a hearing of charges for disciplinary action.
- 20.1.3 **“Demotion”** means assignment to an inferior position or status without the employee’s written voluntary consent.
- 20.1.4 **“Dismissal”** means separation, discharge, or permanent removal of an employee from his/her position for cause.
- 20.1.5 **“Involuntary Reassignment”** means reassignment of an employee from one class to another class within the same salary range.
- 20.1.6 **“Probationary Employee”** is a regular employee who has not been employed for the required length of time to be classified as a permanent employee pursuant to Education Code section 45113. A probationary employee is any classified employee who has served six (6) months or less in paid status in his/her classification. Such period shall not include sick leave, vacation, or other leaves during which the employee is not performing his/her duties.

20.2 Probationary Employees

- 20.2.1. Each classified employee shall serve a probationary period for six (6) months in paid status in his/her classification.
- 20.2.2 Any probationary employee may be dismissed at the pleasure of the County Superintendent or designee.

20.3 Permanent Employees

Any one (1) or more of the following cause are grounds for disciplinary action against a permanent employee:

- 20.3.1 Incompetency or inefficiency in the performance of the duties of the position.
- 20.3.2 Insubordination.
- 20.3.3 Carelessness or negligence in the performance of duty or in the care or use of County Superintendent’s property.

- 20.3.4 Discourteous, offensive, or abusive conduct or language toward other employees, pupils or the public.
- 20.3.5 Dishonesty.
- 20.3.6 Drinking alcoholic beverages on the job or reporting to work while intoxicated.
- 20.3.7 The use or possession of narcotics or dangerous drugs without proper medical authorization.
- 20.3.8 Substantial off-duty misconduct reasonably related to the employee's public duty.
- 20.3.9 Engaging in political activity during assigned hours of employment.
- 20.3.10 Conviction of any felony or conviction of a crime involving moral turpitude or conviction of any sex offense as defined in Education Code section 44010.
- 20.3.11 Three (3) unexcused absences or unexcused tardiness in a fiscal year.
- 20.3.12 Abuse of leave privileges.
- 20.3.13 Falsifying any material information supplied to the County Superintendent or members of his/her staff or the County Board of Education, including but not limited to information supplied on application forms, employment records, or any other records.
- 20.3.14 Violations of, or refusal to obey, safety rules or regulations made applicable to public schools by the County Superintendent, the County Board of Education, or by any appropriate Federal, State, or local governmental agency.
- 20.3.15 Offering anything of value or offering any service in exchange for special treatment in connection with the employee's job or employment, or the acceptance of anything of value or any service in exchange for granting any special treatment to another employee or to any member of the public.
- 20.3.16 Violation of the Education Code, the State Board of Education regulations, and/or rules of the County Superintendent or the County Board of Education, or violation of any lawful regulation or written order made by a line supervisor.
- 20.3.17 Abandonment of position. "Abandonment of position" shall be defined as absence from assigned duties for five (5) consecutive days without proper authorization.

20.4 Notification to Employee

- 20.4.1 A notice of disciplinary action shall contain a statement in ordinary and concise language of the specific act or omission upon which disciplinary action is based and a statement of the cause for the action being taken. If it is claimed that an employee has violated a rule or regulation of the County Superintendent, such rule or regulation shall be set forth in such notice.

20.4.2 In all cases, a statement in writing shall be prepared by the Deputy Superintendent or designee containing the specific charges against the employee and the discipline to be imposed, whether it be dismissal, suspension, demotion, involuntary reassignment, or other disciplinary action as specified.

20.4.3 The written statement shall also specify the right of the employee to a hearing on the charges and the time within which the hearing may be requested which shall not be less than five (5) days after service of the written statement to the employee. This statement shall also contain a card or paper, the signing and filing of which shall constitute a demand for hearing and a denial of all charges.

20.4.4 One (1) copy of this statement and one (1) copy of the card or paper constituting the denial of charges and requesting a hearing shall be personally given to the employee or sent by registered or certified mail to his/her last known address as shown on the employee's employment records, and one (1) copy of each shall be filed in the employee's personnel file.

20.4.5 At the time of service upon the employee of the written statement, he/she shall also be given the card or paper, the signing and filing of which shall constitute a demand for hearing and denial of all charges, and which shall be substantially in the following form:

“TO: Deputy Superintendent
Yolo County Office of Education
1280 Santa Anita Court, Suite 100
Woodland, CA 95776

I, the undersigned, do hereby demand a hearing on the charges made against me as a classified employee of the Yolo County Office of Education and I do hereby deny all charges so made.

I request that these charges be submitted to Advisory Arbitration.”

Signature

Date

20.5 No Hearing Request

20.5.1 If no hearing is requested by the employee within the time allotted in the written notice, the County Superintendent or designee may act upon the charges.

20.5.2 Within ten (10) days after the date of notification under section 20.4.1, the County Superintendent or designee shall give the employee written notice, either in person or by mail, of the decision; the decision shall be effective as of the date of service or mailing of a copy of the decision to the employee, unless some other effective date is specified in the notice.

20.6 Hearing Request

20.6.1 If the employee requests a hearing within the time allotted in the written statement, the charges shall be considered by an advisory arbitrator selected from the list set forth in Appendix C. Notice of the hearing date shall be given to the employee by the Deputy Superintendent or designee at least five (5) days prior to the date. Notice shall be either personally served or served by registered or certified mail.

- 20.6.1.1 The hearing shall be commenced within thirty (30) days of the date a demand for hearing is received by YCOE. Any extension of time of the commencement of the hearing shall only be granted pursuant to mutual agreement of the parties. The arbitrator's advisory decision shall be rendered and served on the parties within thirty (30) days of the close of the actual hearing, or if briefs are allowed, within sixty (60) days of the close of the actual hearing.
- 20.6.2 The employer shall first present the evidence to the arbitrator supporting the proposed disciplinary action. The employee shall then be given an opportunity to present his/her defense.
- 20.6.3 The hearing need not be conducted according to technical rules relating to evidence and witnesses. Any relevant evidence may be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rule which might make improper the admission of such evidence over objection in civil actions. Hearsay evidence may be used for the purpose of supplementing or explaining other evidence but shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions. Each party shall be given an opportunity after the presentation of evidence to present a closing argument. The burden of proof shall remain with the employer to substantiate the charges made against the employee.
- 20.6.4 Upon receipt of the arbitrator's award by the parties, the Superintendent shall consider the action to be taken.
- 20.6.5 After considering the matter, the Superintendent shall act to affirm, modify, or reject the arbitrator's advisory award. The decision of the Superintendent shall be final.

20.7 Employment Status Pending Appeal or Waiver

In any cases where the Deputy Superintendent or designee deems it necessary or proper he/she may suspend the employee until a decision has been rendered pursuant to the procedures contained herein. Until such time as the decision has been rendered, the suspension shall be with pay unless the Deputy Superintendent determines through an investigation that the employee presents an unreasonable risk of harm to student, staff or property. CSEA shall have input into the investigative process. If the Deputy Superintendent determines that such a risk exists, after notifying the employee in writing of the reason and giving the employee the opportunity to respond, the suspension will be without pay.

- 20.7.1 An employee who has been suspended without pay pursuant to section 20.7 may, with the concurrence of CSEA, file a grievance at Level Three (Arbitration) of the Grievance Procedure, section 21.3.4, within five (5) days of service of notice of a determination by the Deputy Superintendent that the employee is suspended without pay, which shall constitute submission of the grievance to expedited binding arbitration. An arbitration hearing on the grievance shall be scheduled by the Superintendent before one of the persons listed in Appendix C, or if none of those persons are available within the time allowed, before a mutually agreed upon arbitrator, within fifteen (15) days of receipt of the submission of the grievance to arbitration. The arbitrator shall render a decision on the suspension without pay issue only, without a transcript, at the conclusion of the hearing or within five (5) days thereafter.

Article 21. GRIEVANCE PROCEDURE

21.1 Definitions of Terms Used in This Article

21.1.1 **“Grievance”** is an allegation by the CSEA or by one or more unit members that there has been a violation of the specific provisions of this Agreement.

21.1.2 **“Grievant”** is a member of the bargaining unit, or group of members, or the CSEA making a claim pursuant to 21.1.1 above.

21.1.3 **“Party in Interest”** is a person or persons making a claim pursuant to 21.1.1 and/or a person necessary to resolve the claim.

21.1.4 **“Conferee”** is a person designated by any of the parties in interest to provide assistance or counsel at any step in the grievance process.

21.1.5 **“Day”** is any day which the YCOE is open for business.

21.2 Time Limits Specified in This Article

21.2.1 Time limits specified within each step of the grievance procedure may be modified by mutual agreement of all parties in interest.

21.2.2 Failure by the aggrieved to observe the time limits shall be deemed an acceptance of the previous answer to the grievance and a waiver of the right to pursue the grievance to later steps.

21.3 The Grievance Procedure

21.3.1 Informal Level

Within twenty (20) days after the grievant knew or reasonably should have known of the circumstances which form the basis for the grievance, he/she shall discuss the grievance with the appropriate site administrator or manager.

21.3.2 Level One

If the discussion does not resolve the grievance to the grievant’s satisfaction, he/she may submit the grievance formally in writing to the site administrator or manager within thirty (30) days after the grievant knew or should have known of the grievance. The site administrator or manager shall forward his/her written decision within five (5) days of receipt of the Level One grievance. A written grievance shall include:

21.3.2.1 A statement of the specific provision(s) of the agreement allegedly violated.

21.3.2.2 A brief statement of the facts which constitute the alleged violation, including the names of all persons involved and the times, places and events.

21.3.2.3 A statement of the specific actions which the aggrieved unit member desires that the YCOE take to remedy the grievance.

21.3.2.4 The date the informal meeting was held.

21.3.3 **Level Two**

If the grievant is not satisfied with the disposition of the grievance at Level One, or if no written decision has been rendered within five (5) days after presentation of the grievance, he/she may file the grievance in writing to the Superintendent within five (5) days.

21.3.3.1 Within the ten (10) days after the receipt of the written grievance by the Superintendent, the Superintendent or designee will meet with the grievant, and association representative if desired by the grievant, in an effort to resolve it.

21.3.3.2 If a meeting is requested by the grievant, the Superintendent or designee shall inform the grievant in writing within five (5) days after such meeting of his/her decision. If no meeting is held, the Superintendent or designee shall inform the grievant in writing within ten (10) days after receipt of the written grievance of his/her decision.

21.3.4 **Level Three**

If the grievant is not satisfied with the disposition of the grievance at Level Two, or if no written decision has been rendered within the time limits set forth above, the grievant may, within ten (10) days, request in writing that CSEA submit the grievance to arbitration.

21.3.5 The CSEA, by written notice to the Superintendent within fifteen (15) days after the receipt of the request from the grievant, may submit the grievance to binding arbitration. If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator before hearing.

21.3.6 The parties shall mutually select an arbitrator from a list obtained from the American Arbitration Association of arbitrators in Northern California by alternately striking.

21.3.7 The arbitrator's decision shall be in writing and shall set forth findings of fact, reasoning and conclusions on the issues submitted.

21.3.8 The decision of the arbitrator will be submitted to the Superintendent and the CSEA and will be final and binding upon the parties to this Agreement, provided, however, that the award must conform to law, be justified upon the facts, and not add to, subtract from or modify the terms of the Agreement.

21.3.9 All costs for the services of the arbitrator, including, but not limited to, per diem expenses, travel and subsistence expenses, and the cost of any hearing room shall be borne equally by the parties.

21.4 Miscellaneous Provisions Relating to This Article

- 21.4.1 No reprisals of any kind will be taken by the Superintendent or by any member or representative of the administration or CSEA against any grievant, any party in interest, any member of CSEA, or any other participant in the grievance procedure, by reason of such participation.
- 21.4.2 Bargaining unit members may represent themselves at all stages of the grievance procedure, or by a representative selected by the CSEA, except arbitration. If a bargaining unit member is not represented by the CSEA or its representative, the CSEA shall be informed of any final resolution before it is implemented and may challenge it through this procedure if such resolution is alleged to be inconsistent with the provisions of this Agreement.
- 21.4.3 If a grievance arises from action or inaction on the part of a member of the administration at a level above the site administrator or appropriate manager, the grievant shall submit such grievance in writing to the Superintendent and the CSEA directly and the processing of such grievance shall be commenced at Level Two. Any such grievance must be filed within twenty (20) days after the grievant knew or reasonably should have known of the circumstances which form the basis for the grievance.
- 21.4.4 Decisions rendered at Levels One and Two of this procedure shall be in writing setting forth the decision and the reasons therefore, and will be transmitted promptly to all parties in interest and to CSEA.
- 21.4.5 Time limits for appeal provided in each level shall begin the day after receipt, by the grievant, of the written decision.
- 21.4.6 All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file, and shall not be kept in the personnel file of any of the participants.
- 21.4.7 Nothing contained herein shall limit the right of a unit member to discuss the grievance with any appropriate administrator informally and to have the grievance adjusted without the intervention of the CSEA, provided such adjustment is not inconsistent with the provisions of this Agreement.

Article 22. SAFETY

- 22.1** The Superintendent shall not require employees to work in unsafe conditions.
- 22.2** Should an employee feel that any unsafe and unhealthy condition exists, he/she shall inform his/her supervisor/principal.
- 22.3** The YCOE will ensure that all bargaining unit employees will have the necessary safety protection for all blood borne pathogens. The YCOE will pay any expenses related to the above, including but not limited to inoculations and testing. This includes paraeducators. Other positions may be included as necessary.

Article 23. THE EFFECTS OF CONTRACTING OUT BARGAINING UNIT WORK

23.1 Restriction on Contracting Out

The Superintendent agrees not to contract for those services which are routinely performed as an immediate adjunct to the day to day operation of the YCOE and which have been historically performed by classified employees of the YCOE unless by negotiated agreement with CSEA.

Article 24. SEVERABILITY

Savings Clause

If any provision of this Agreement or any application thereof to any employee is held by a court of competent jurisdiction or legislative action to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other unaffected provisions or applications shall continue in full force and effect.

Article 25. PROFESSIONAL GROWTH

The following guidelines and procedures are to be used for the approval of Professional Growth Stipends for qualifying members of the classified bargaining unit. The intent of this policy is to reward bargaining unit employees for completing educational coursework directly relating to the employee's current assignment and current career field which will enhance the employee's job performance.

- 25.1** The employee shall submit a completed Professional Growth form to his/her manager for approval prior to course enrollment and, after receiving approval, shall submit the form to Human Resources at least five working days prior to the commencement of the course.
- 25.2** Forms are available in the Human Resources Department and may be available at various work sites.
- 25.3** The Director of Human Resources may overrule the approval of the manager if the course is not directly related to the employee's job.
- 25.4** Only courses approved in advance, in writing, by the employee's manager and Human Resources will qualify for credit towards a Professional Growth stipend.
- 25.5** Commencing in the 2016-17 school year, transcripts or proof of successful completion of course work must be submitted on or before September 1 of each year in order to qualify for credit towards Professional Growth stipends effective September 1 of the current fiscal year.
- 25.6** Successful completion of a course which is graded shall be a "C" or better. For courses that are pass/fail, the employee must pass. For non-graded courses, proof of attendance is required.
- 25.7** Course work taken to fulfill licensing or initial job placement requirements will not be credited. No units accrued before the commencement of employment will be eligible for credit towards a Professional Growth stipend.
- 25.8** Training provided or paid by YCOE and training taken during paid work time shall not be credited towards a Professional Growth stipend. An employee may use accrued vacation time, but no other paid leave, for approved course work.
- 25.9** Training from approved workshops, adult education or college courses may be accepted as part of the employee's training program. Classroom time of fifteen (15) hours is equivalent to one (1) college semester unit. Classroom time of ten (10) hours is equivalent to one (1) college quarter unit.
- 25.10** Completion of twenty-five (25) hours of course work, or equivalent training, as approved, shall qualify the employee for a stipend of one-half percent (0.5%). The stipend shall be based on the employee's regular rate of pay exclusive of overtime and/or out-of-class pay. The maximum additional stipend which an employee can earn during one fiscal year is one percent (1%). The maximum stipend allowable under these procedures shall be three percent (3%) of base salary for one hundred and fifty (150) hours of approved education.
- 25.11** This revised article shall be effective starting with the 2002-2003 fiscal year commencing July 1, 2002. For example, credit earned during the 2002-2003 fiscal year and verified pursuant to section 25.5 shall be credited toward a 2003-2004 stipend.

Article 26. CONTRACT PROVISIONS

Support of Agreement

The CSEA and YCOE recognize the duty and obligation of its representative to comply with provisions of this Agreement and to make every effort toward inducing all employees to do so. The CSEA and the YCOE agree that it is to their mutual benefit to encourage the resolution of differences through the meet and negotiate process.

Article 27. CONCERTED ACTIVITIES

27.1 No Strikes

It is agreed that and understood that there will be no strike, work stoppage, slow-down, picketing, or refusal or failure to fully and faithfully perform job functions and responsibilities, or other interference with the operation of the YCOE by employees during the term of this Agreement.

27.2 Violation

It is understood that in the event this Article is violated by a segment of the employees represented by CSEA, the Superintendent shall be entitled to withdraw from the involved employees any rights, privileges, or services provided for in this Agreement.

27.3 Lockout

The Superintendent agrees that, during the term of this Agreement, there shall be no lockout to prohibit employees represented by CSEA from performing their normal duties.

Article 28. NEGOTIATIONS

28.1 Notification and Public Notice

If either party desires to reopen the contract pursuant to the provisions of Article 2, notice shall be given in accordance with the timelines set forth therein and the party shall provide written notice and proposal to the other party of said desire and the nature of the proposed amendments and cause the public notice provisions of law to be fulfilled. On expiration of this Agreement, notice of desire to negotiate a successor Agreement and of the initial proposal for such successor Agreement shall be provided by CSEA to YCOE at least sixty (60) days prior to the expiration of this Agreement and the initial proposal of YCOE shall be provided by YCOE to CSEA within thirty (30) days of the completion of the public hearing on the CSEA proposal.

28.2 Commencement of Negotiations

Within fifteen (15) days of satisfaction of the public notice requirement, negotiations shall commence at a mutually acceptable time and place.

28.3 Release Time for Negotiations

CSEA shall have the right to designate four (4) employees who shall be given reasonable release time to participate in negotiations.

28.4 Ratification of Additions or Changes

Any additions or changes in this Agreement shall not be effective unless reduced to writing and properly ratified and signed by both parties.

28.5 Completion of Meet and Negotiate

During the term of the Agreement, the parties expressly waive and relinquish the right to meet and negotiate, except as provided elsewhere in this Agreement, with respect to any subject or matter whether referred to or covered in the Agreement or not, including those subjects or matters which were proposed and later withdrawn by either party. The parties, upon mutual consent, may negotiate on any item within the scope of representation.

Article 29. MANAGEMENT RIGHTS

29.1 Rights

It is understood and agreed that the Yolo County Office of Education retains all of its power and authority to direct, manage, and control to the full extent of the law. Included in, but not limited to, those duties and powers are the exclusive right to: determine its organizational structure; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine the number and kinds of personnel required; maintain the efficiency of the Yolo County Office of Education's operation; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; and take action on any matter in the event of an emergency. In addition, the Yolo County Office of Education retains the right to employ, classify, assign with job description, evaluate, promote, terminate and discipline employees subject to the provisions of the Education and Government Codes, Yolo County Office of Education policies, and this Agreement.

29.2 Limits

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Yolo County Office of Education, the adoption of policies, rules and regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with the law.

29.3 Emergencies

In the event of an emergency, the Yolo County Office of Education retains its right to amend, modify or rescind policies and practices affected by the emergency for the duration of the emergency.

29.4 This Article is not subject to the Grievance Procedure.

Article 30. ONE-ON-ONE PARAEDUCATORS

To meet the needs of Special Education Students who require an individual Paraeducator to assist them with special needs, the Superintendent is required, from time-to-time, to employ a person for a limited period of time to perform certain special services for a student. If the student's condition changes or the student leaves the County Office program, these particular specialized services will not be needed. To meet this need, the position of One-on-One Paraeducator is created.

30.1 It is agreed that One-on-One Paraeducators hired by the Superintendent shall have all of the rights and privileges of bargaining unit members as set forth in the Agreement with the exception of the following:

30.1.1 The assignment and the employee's employment with the Superintendent shall end when the student leaves the program or when the student no longer needs the services.

30.1.2 The number of hours assigned to each position may vary from year-to-year depending on the needs of the student as set forth in the IEP or medical requirements.

30.1.3 When the assignment ends, the One-on-One Paraeducator shall if he/she requests, be placed on the classified substitute list.

30.1.4 At the end of the assignment, the One-on-One Paraeducator shall be placed on a One-on-One reemployment list and shall be hired back in accordance with date of hire in the classification providing that the Paraeducator meets the skills and needs required by the students.

30.1.5 Articles 16 and 19 of the Collective Bargaining Agreement shall not apply to One-on-One Paraeducators.

30.1.6 One-on-One Paraeducators shall be paid at the same rate of pay as that of Paraeducator.

Article 31. CATASTROPHIC LEAVE

- 31.1** When an employee or a member of his/her family, experiences a catastrophic illness or injury which requires the employee to take time off from work for an extended period of time and the employee has exhausted all available sick leave and other paid time off, he/she may request donations of accrued vacation or sick leave credits by submitting a request to the Director of Human Resources.
- 31.2** In making such a request, the employee shall provide verification of the catastrophic injury or illness. Verification shall be made by means of a letter, dated and signed by the sick or injured person's physician, indicating the incapacitating nature and probable duration of the illness or injury.
- 31.3** Upon determination that the employee is unable to work due to his/her own or a family member's catastrophic illness or injury, the Human Resources Director shall send a notice to the Union President that donations have been requested by the employee. Any other *unit member* may donate accrued vacation or sick leave credit to the requesting employee by submitting a notice to the Director of Human Resources. Donations shall be at a minimum of 8 hours and in one-hour increments thereafter.
- 31.4** To ensure that employees retain sufficient accrued sick leave to meet their own needs, donors shall not reduce their accumulated sick leave to fewer than 48 hours. All transfers of eligible leave credit shall be irrevocable.
- 31.5** The employee who is the recipient of the donated leave credits shall use those credits within 12 consecutive months. If donated credits are not used by the employee within 12 consecutive months, the credits shall be placed in a pool that will be available to the next eligible employee who requests *and qualifies for* catastrophic leave.

31.6 Definitions

For the purposes of this section, the following terms are defined as follows:

31.6.1 "Catastrophic illness" or "injury" means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take time off from work for an extended period of time to care for that family member, and taking extended time off creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off. (EC§44043.5)

31.6.2 "Family member" means the spouse, child or parent of the employee or grandchild who is living in the employee's home and for whom the employee is the sole care provider.

31.7 This section will not be subject to Article 21 Grievance Process.

Article 32. COMPLAINT PROCESS

- 32.1** If any employee has complaints or gripes, which do not constitute grievances, the employee should bring the complaint or gripe to the attention of the CSEA Job Steward. The CSEA Job Steward shall bring the complaint or gripe to the joint Problem Solving Team at its next meeting. The joint Problem Solving Team usually meets monthly.
- 32.2** The Problem solving Team will consist of the CSEA President and one other Executive Board member as assigned by the President. This team will meet with the Director of Human Resources and one other management representative.
- 32.3** **This section will not be subject to Article 21 Grievance Process.**

SIGNATURES

FOR THE SUPERINTENDENT:

FOR THE ASSOCIATION:

DATE: _____

DATE: _____

AGREEMENT

BETWEEN

**YOLO COUNTY
OFFICE OF EDUCATION**

AND

YOLO EDUCATION ASSOCIATION

JULY 1, 2015 – JUNE 30, 2018
(Revised May 4, 2017)

AGREEMENT

Between the

YOLO COUNTY OFFICE OF EDUCATION

and the

YOLO EDUCATION ASSOCIATION

TABLE OF CONTENTS

ARTICLE	PAGE
1. AGREEMENT.....	1
1.1 Parties to this Agreement	
1.2 Authorization	
2. RECOGNITION	2
2.1 Unit Description	
3. DEFINITIONS	3
3.1 Definition of Terms	
4. NEGOTIATION PROCEDURES.....	4
4.1 Notice to Bargain a Successor Agreement	
4.2 Use of Consultants	
4.3 Use of Representatives	
4.4 Duty to Provide Information	
5. ASSOCIATION RIGHTS	5
5.1 Right of Participation	
5.2 Use of Facilities	
5.3 Communications	
5.4 Unit Members Names, Addresses, Telephone Numbers	
5.5 Association Business	
5.6 Orientation Meeting	
5.7 Board of Education Agenda	
5.8 Waiver Requests	
6. COUNTY OFFICE OF EDUCATION RIGHTS	6
6.1 YCOE Authority	
6.2 Exercise of YCOE Powers and Authority	
7. GRIEVANCE PROCEDURE	7
7.1 Definitions of Terms Used in this Article	
7.2 Time Limits Specified in this Article	
7.3 The Grievance Procedure	
7.4 Miscellaneous Provisions Relating to this Article	
8. ORGANIZATIONAL SECURITY	10
8.1 Dues Deductions	
8.2 Service Fees for Non-Members	
8.3 Exemptions from Service Fees	
8.4 Fees and Dues Remitted to Association	
8.5 Association Duty to Provide Information	
8.6 Hold Harmless Clause	
8.7 Other Deductions from Pay Warrant	
9. TRANSFERS AND REASSIGNMENT OF PERSONNEL	12
9.1 Definitions of Terms Used in this Article	
9.2 Notice of Vacancies	
9.3 Voluntary Transfer Procedures	
9.4 Procedure for Involuntary Transfer for Other than Cause	
9.5 Procedures for Involuntary Transfer for Cause	
9.6 Mutually Acceptable Transfer	
9.7 Miscellaneous Provisions Relating to this Article	

10.	CERTIFICATED EMPLOYEE EVALUATIONS.....	15
	10.1 Principles of Evaluation and Assessment	
	10.2 Final Evaluation Report in Conference	
	10.3 Procedures for Evaluation and Assessment of Non-Instructional Certificated Unit Members	
	10.4 Personnel Files	
	10.5 Public Charges	
	10.6 Personal and Academic Freedom	
	10.7 Test of Intellectual or Emotional Functioning	
11.	EMPLOYEE SAFETY	19
	11.1 Safe Working Conditions	
	11.2 Unsafe Conditions Defined	
	11.3 Addressing Unsafe Working Conditions	
	11.4 Duty to Report Cases of Assault	
	11.5 Student Referrals	
12.	PHYSICAL EXAMINATIONS	20
	12.1 Tuberculosis Examinations	
13.	TEACHING HOURS	21
	13.1 Unit Member Work Day	
	13.2 Faculty Meetings	
	13.3 Duty Free Lunch Period	
	13.4 Non-Teaching Duties	
	13.5 Home Instruction	
14.	WORK YEAR	22
	14.1 County Office Calendar	
	14.2 ROP Work Year	
	14.3 Speech and Language Therapist Work Year	
15.	NON-DISCRIMINATION	23
	15.1 Unlawful Discrimination Prohibited	
16.	CURRICULUM AND INSTRUCTION.....	24
	16.1 Duty to Consult	
	16.2 Student Discipline Policy	
17.	IN-SERVICE EDUCATION/STAFF DEVELOPMENT	25
	17.1 In-Service Needs Solicited	
	17.2 Limitations on Required In-Service	
	17.3 Staff Development	
	17.4 Staff Development Stipend	
	17.5 Verification Process for Teachers Special Settings (VPSS)	
18.	PART-TIME EMPLOYMENT STATUS	26
	18.1 Ed. Code 44922, 42724 and Gov. Code 20185 Benefits	
	18.2 Return to Full Time Status	
	18.3 Shared Contracts	
	18.4 Other Part-Time Employees	
19.	SALARIES.....	28
	19.1 Salary	
	19.2 Pro-Rated Salaries	
	19.3 Salary for One Semester	
	19.4 Payroll Periods	
	19.5 Salary Schedule Placement and Step Advancement	
	19.6 Salary Schedule Placement and Column Advancement	

	19.7 Salary Schedule Credit for In-Service	
	19.8 Procedure for Column Change	
	19.9 Credit for Master Teachers	
	19.10 Prior Approval and Verification of Completion	
	19.11 Incorrect Salary Placement	
	19.12 Staff Coordinator Duties	
	19.13 Staff Coordinator Stipend	
	19.14 Credit for Advanced Degrees	
	19.15 Certificated Nurse	
	19.16 Psychologist	
20.	EMPLOYEE TRAVEL	31
	20.1 Mileage Rate of Reimbursement	
	20.2 Mileage from Last Assignment	
21.	EMPLOYEE BENEFITS	32
	21.1 Employees and Dependent Insurance Coverage	
	21.2 Paid Benefits--Full-Time Employees	
	21.3 Duration of Benefits	
	21.4 Eligibility	
	21.5 Employee Benefit Payments During Leave of Absence	
	21.6 Property Damage	
	21.7 Additional Health Insurance Plans	
	21.8 Retiree's Health Benefits	
22.	LEAVES	34
	22.1 Sick Leave	
	22.2 Maternity/Paternity/Adoption Leaves	
	22.3 Immediate Family Sick Leave	
	22.4 Personal Family Illness Leave	
	22.5 Bereavement Leave	
	22.6 Industrial Accident or Injury and Illness Leave	
	22.7 Personal Business Leave	
	22.8 Personal Necessity Leave	
	22.9 Study Leave	
	22.10 In-Service Leave	
	22.11 Subpoena Leave	
	22.12 Jury Leave	
	22.13 Association Leave	
	22.14 Military Leave	
	22.15 Miscellaneous Leave	
	22.16 Sabbatical Leave	
	22.17 Notification and Absence Forms	
	22.18 Abuse of Leave	
23.	EFFECTS OF LAYOFF	41
	23.1 Lay-Off Procedure	
	23.2 Entitlement of Leave and Fringe Benefits	
	23.3 Reassignments Resulting from Lay-Off	
	23.4 Re-employment Rights Following Lay-Off	
	23.5 Substitute Service	
	23.6 Statutory Guarantees	

24.	MISCELLANEOUS PROVISIONS	43
	24.1 Individual Contracts	
	24.2 Copies of Agreement	
	24.3 Arbitrary Application Prohibited	
	24.4 Unit Member Resignations	
	24.5 Committee for Specialized Health Procedures	
25.	SAVINGS	44
	25.1 Severability Agreement	
26.	SUPPORT OF AGREEMENT	45
	26.1 Strikes Prohibited	
	26.2 Response to Violations of 26.1	
27.	TERM OF AGREEMENT	46
	27.1 Expiration of Agreement	
	27.2 Health and Welfare Benefits	
28.	PARA-EDUCATOR SUPPORT	47
	28.1. Paraeducators	
29.	DISCIPLINE.....	48
	29.1 General	
	29.2 Progressive Discipline	
	29.3 Notice	
	29.4 Administrative Leave	
	29.5 Appeal	
	29.6 Hearing Procedure	
	29.7 Confidentiality	
	 SIGNATURES	 51

APPENDIX

A	CERTIFICATED SALARY SCHEDULE
A1	NON-CREDENTIALLED SALARY SCHEDULE
B	PSYCHOLOGIST SALARY SCHEDULE
C	CERTIFICATED NURSE SALARY SCHEDULE
D	SPEECH & LANGUAGE SPECIALIST SALARY SCHEDULE
E	MOU re Hiring Bonus re Speech Therapists/Psychologists (7/30/07)
F	MOU re Extra Assignment Compensation for 2015-16 School Year
G	MOU re Extra Assignment Compensation for 2016-17 and 2017-18 School Years

ARTICLE 1. AGREEMENT

- 1.1 PARTIES TO THIS AGREEMENT.** The Articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the Yolo County Office of Education (hereinafter referred to as "Superintendent" or YCOE) and the Yolo Education Association ("Association" or YEA).
- 1.2 AUTHORIZATION.** This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code ("Act").

ARTICLE 2. RECOGNITION

- 2.1 UNIT DESCRIPTION.** The YCOE recognizes the Association as the exclusive representative of all certificated unit members of the YCOE, excluding day-to-day substitutes, management, confidential, and supervisory employees, as defined in the Act, for the purposes of meeting and negotiating. Further excluded are district-employed R.O.P. personnel.

ARTICLE 3. DEFINITIONS

3.1 DEFINITION OF TERMS

For the purposes of this Agreement, the following definitions shall be used:

- 3.1.1. **YCOE** - The employer: Yolo County Office of Education/Yolo County Superintendent of Schools
- 3.1.2. **Employee** - Any credentialed teacher who is included in the appropriate unit as defined in Article 2 and therefore covered by the terms and provisions of this Agreement.
- 3.1.3. **School Day** - The day students are required to be in session at any work site of the YCOE.
- 3.1.4. **Work Day** - A day the YCOE is open for business.
- 3.1.5. **Daily Rate of Pay** - The unit member's annual salary divided by the number of work days required by this Agreement.
- 3.1.6. **Hourly Rate of Pay** - The daily rate of pay divided by 7.
- 3.1.7. **Immediate Family** (as defined within Bereavement Leave) Mother, father, step parent, grandfather, grandmother, grandchild of the unit member or the spouse of the unit member, spouse, son, daughter, son-in-law, daughter-in-law, step-child, brother or sister of the unit member or the spouse of the unit member, or any relative living in the immediate household of the unit member, or any other close family member as approved by the unit member's supervisor.
- 3.1.8. **IEP** - Special education term for student's Individual Educational Plan.
- 3.1.9. **SST** - Regular Education term for Student Study Team.

ARTICLE 4. NEGOTIATION PROCEDURES

- 4.1 NOTICE TO BARGAIN A SUCCESSOR AGREEMENT.** No later than May 1 of the calendar year in which this Agreement expires, the YCOE and/or the Association shall communicate to the other in writing their intent to negotiate. Any agreement reached between the parties shall be reduced to writing, and signed by them.
- 4.2 USE OF CONSULTANTS.** Either party may utilize the services of outside consultants to assist in the negotiations.
- 4.3 USE OF REPRESENTATIVES.** The YCOE and the Association may discharge their respective duties by means of authorized officers, individuals, representatives or committees.
- 4.4 DUTY TO PROVIDE INFORMATION.** Upon written request by the Association, the YCOE shall provide the data within its control necessary for an intelligent discussion of a mutually agreed to bargaining topic

ARTICLE 5. ASSOCIATION RIGHTS

- 5.1 RIGHT OF PARTICIPATION.** The YCOE and Association recognize the right of the unit members to form, join and participate in lawful activities of employee organizations.
- 5.2 USE OF FACILITIES.** The Association and its members shall have the right to make use of YCOE buildings, and facilities at all reasonable hours, when it is not otherwise in use.
- 5.3 COMMUNICATIONS.** The Association shall have the right to post notices of activities and matters of Association concern in areas frequented by unit members. The Association may use the interoffice mail service and unit member mailboxes for communication with unit members.
- 5.4 UNIT MEMBER NAMES, ADDRESSES, TELEPHONE NUMBERS.** Names, addresses and telephone numbers (if available) of all YCOE unit members subject to this Agreement shall be provided without cost to the Association no later than October 1 of each school year provided that such is not restricted by law. Additionally, a telephone number and address shall not be released when a unit member has indicated, in writing, to the YCOE that he/she does not authorize the release of such information.
- 5.5 ASSOCIATION BUSINESS.** Authorized representatives of the Association shall be permitted to transact official Association business on school property at reasonable times which do not interfere with the educational program.
- 5.6 ORIENTATION MEETING.** The Association shall have time on agenda at any orientation concerning the master agreement.
- 5.7 BOARD OF EDUCATION AGENDA.** The YCOE shall place on the agenda of each regular Board of Education meeting any matters brought to its consideration by the Association provided that such matters are made known to the Superintendent ten (10) working days prior to said meeting.
- 5.8 WAIVER REQUESTS.** Prior to consideration by the Board of Education of any waiver request developed by school or schools, as provided for in the School Based Program Coordination Act, commencing with Ed. Code § 52800, the YCOE shall submit such request to the Association. The Association may, if it so chooses, meet and negotiate with the YCOE on all items contained within a waiver proposal which is a matter related to a subject which is within the scope of bargaining as defined in Government Code § 3543.2. The Association further retains its right to consult on all other matters contained in the waiver proposal as defined in Government Code § 3543.2.

ARTICLE 6. COUNTY OFFICE OF EDUCATION RIGHTS

- 6.1 YCOE AUTHORITY.** It is understood and agreed that the YCOE retains all of its powers and authority to direct, manage and control to the full extent of the law. Included in, but not limited to, those duties and powers are the exclusive right to: determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds of levels of services to be provided, and the methods and means of providing services; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine the kinds of personnel required; maintain the efficiency of the YCOE operation; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocation; determined the methods of raising revenue; contract out work; and take action on any matter in the event of an emergency. In addition, the YCOE retains the right to hire, classify, assign, evaluate, promote, terminate, and discipline unit members.
- 6.2 EXERCISE OF YCOE POWERS AND AUTHORITY.** The exercise of the foregoing powers, rights, authority, duties and responsibilities of the YCOE, the adoption of policies, rules, regulations and practices in furtherance therefore, and the use of judgment and discretion in connection therewith, shall be limited only by § 3540 et seq. of the Government Code and the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

ARTICLE 7. GRIEVANCE PROCEDURE

7.1 DEFINITIONS OF TERMS USED IN THIS ARTICLE

- 7.1.1 **Grievance:** A grievance is an allegation by the Association or by one or more unit members that there has been a violation of the specific provisions of this Agreement.
- 7.1.2 **Grievant:** A grievant is a member of the bargaining unit or group of members or the Association making a claim pursuant to 7.1.1 above.
- 7.1.3 **Party in Interest:** The person or persons making a claim pursuant to 7.1.1 and/or a person necessary to resolve the claim.
- 7.1.4 **Conference:** A person designated by any of the parties in interest to provide assistance or counsel at any step in the grievance process.
- 7.1.5 **DAY:** Any day which the YCOE is open for business.

7.2 TIME LIMITS SPECIFIED IN THIS ARTICLE

- 7.2.1 Time limits specified within each step of the grievance procedure may be modified by mutual agreement of all parties in interest.
- 7.2.2 Failure by the aggrieved to observe the time limits shall be deemed an acceptance of the previous answer to the grievance and a waiver of the right to pursue the grievance to later steps.

7.3 THE GRIEVANCE PROCEDURE

- 7.3.1 **Level One.** Within twenty (20) days after the grievant knew or reasonably should have known of the circumstances which form the basis for the grievance, he/she shall first discuss the grievance with the appropriate site administrator.
- 7.3.2 In the event the grievant is not satisfied with the disposition of the grievance, he/she may submit the grievance formally in writing to the site administrator within ten (10) days of the informal decision but in any case no longer than thirty (30) days from the original time requirements. A written grievance shall include:
- 7.3.2.1 A statement of the specific provision(s) of the agreement allegedly violated.
- 7.3.2.2 A brief statement of the facts which constitute the alleged violation, including the names of all persons involved and the times, places and events.
- 7.3.2.3 A statement of the specific actions which the aggrieved unit member desires that the YCOE take to remedy the grievance.
- 7.3.2.4 A statement of the steps initiated by the aggrieved to resolve the difficulty by informal means as prescribed in 7.3.1 above. Within five (5) days after receipt of the written grievance, the site administrator shall meet with the grievant in an effort to resolve the grievance.

- 7.3.3 **Level Two.** If the grievant is not satisfied with the disposition of the grievance at Level One, or if no written decision has been rendered within five (5) days after presentation of the grievance, he may file the grievance in writing to the Superintendent within five (5) days after the decision at Level One.
- 7.3.4 Within ten (10) days after receipt of the written grievance by the Superintendent, the Superintendent or his/her designee will meet with the grievant, and association representative if desired by the grievant, in an effort to resolve it.
- 7.3.5 **Level Three.** If the grievant is not satisfied with the disposition of the grievance at Level Two, or if no written decision has been rendered within five (5) days after the grievant has first met with the Superintendent or his/her designee, the grievant may, within ten (10) days after a decision by the Superintendent or his designee, request in writing that the Association submit the grievance to arbitration.
- 7.3.6 The Association, by Written notice to the Superintendent within fifteen (15) days after receipt of the request from the grievant, may submit the grievance to binding arbitration. If any questions arise as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator before hearing.
- 7.3.7 The parties shall select a mutually acceptable arbitrator. Should they be unable to agree on an arbitrator within five (5) days of the Association's submission of the grievance to arbitration, the parties shall request a list of arbitrators from the State Mediation and Conciliation Service. The parties will alternately strike names until one name is left. The order of striking will be determined by lot.
- 7.3.8 The arbitrator's decision shall be in writing and shall set forth findings of fact, reasoning and conclusions on the issues submitted.
- 7.3.9 The decision of the arbitrator will be submitted to the Superintendent and the Association and will be final and binding upon the parties of this Agreement, provided, however that the award must conform to law, be justified upon the facts, and not add to, subtract from or modify the terms of the Agreement.
- 7.3.10 All costs for the services of the arbitrator, including, but not limited to, per diem expenses, travel and subsistence expenses, and the cost of any hearing room shall be borne equally by the parties.

7.4 MISCELLANEOUS PROVISIONS RELATING TO THIS ARTICLE

- 7.4.1 No reprisals of any kind will be taken by the Superintendent or by any member or representative of the administration or Association against any grievant, any party in interest, any member of the Association, or any other participant in the grievance procedure, by reason of such participation.
- 7.4.2 Teachers may represent themselves at all stages of the grievance procedure, or by a representative selected by the Association, except arbitration. If a teacher is not represented by the Association or its representative, the Association shall be informed of any final resolution before it is implemented and may challenge it through this procedure if such resolution is alleged to be inconsistent with the provisions of this Agreement.

- 7.4.3 If a grievance arises from action or inaction on the part of a member of the administration at a level above the site administrator, the grievant shall submit such grievance in writing to the Superintendent and the Association directly and the processing of such grievance shall be commenced at Level Two.
- 7.4.4 Decisions rendered at Levels One and Two of this procedure shall be in writing setting forth the decision and the reasons therefore, and will be transmitted promptly to all parties in interest and to the president of the Association.
- 7.4.5 Time limits for appeal provided in each level shall begin the day of receipt of the written decision by the grievant.
- 7.4.6 The processing of grievances shall be held, insofar as possible, at times other than school hours. When it is absolutely necessary to involve school time, action may be taken to minimize actual costs to all participating. The employer shall provide a substitute if a teacher's absence is necessary in the processing of a grievance.
- 7.4.7 All documents, communications and records dealing with the processing of grievance shall be filed in a separate grievance file, and shall not be kept in the personnel file of any of the participants.
- 7.4.8 Nothing contained herein shall limit the right of a unit member to discuss the grievance with any appropriate administrator informally and to have the grievance adjusted without the intervention of the Association, provided such adjustment is not inconsistent with the provisions of this Agreement.

ARTICLE 8. ORGANIZATIONAL SECURITY

8.1 DUES DEDUCTIONS. Any unit member who is a member of the Association or who has applied for membership may sign and deliver to the YCOE an assignment authorizing deduction of unified membership dues, initiation fees and general assessments to the Association. Pursuant to such authorization, the YCOE shall deduct appropriately prorated deductions from the regular salary checks of the unit member each month of the unit member's individual contract of employment. Deductions for unit members who signed such authorizations after the commencement of the school year shall be appropriately prorated to complete payment by the end of the school year.

8.2 SERVICE FEES FOR NON-MEMBERS. Any unit member who is not a member of the Yolo Education Association/CTA/NEA, or who does not make application for membership within thirty (30) calendar days of the effective date of this Agreement, or within thirty (30) calendar days from the commencement of assigned duties, shall become a member of the Association or pay to the Association a fee in an amount equal to unified membership dues, prorated in cases of part-time employment, in one lump-sum cash payment. In the event that a unit member shall not pay such fee directly to the Association, the YCOE shall immediately begin automatic payroll deduction as provided in Ed. Code § 45061 and in the same manner as set forth in paragraph 8.1 of this Article. There shall be no charge to the Association for such mandatory agency fee deductions.

8.3 EXEMPTIONS FROM SERVICE FEES.

8.3.1 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support the Yolo Education Association/CTA/NEA as a condition of employment; except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organizations, charitable funds exempt from taxation under § 501(c)(3) of Title 26 of the Internal Revenue Code:

8.3.1.1 Foundation to Assist California Teachers

8.3.1.2 United Way

8.3.2 For purposes of this section, a unit member may use the deduction authorization procedures outlined in Section 8.1 above. Proof of payment and a written statement of objection along with verifiable evidence of membership in religious bodies whose traditional tenets or teachings object to joining or financially supporting unit member organizations, pursuant to this section, shall be made on an annual basis to the YCOE as a condition of continued exemption from the provisions of paragraph 8.1 and 8.2 of this Article. Such proof shall be presented on or before the final working day of September of each school year. Association shall have the right of inspection to review said proof of payment.

- 8.4 FEES AND DUES REMITTED TO ASSOCIATION.** With respect to all sums deducted by the YCOE, pursuant to paragraphs 8.1 and 8.2 above, whether for membership dues or agency fee, the YCOE agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, percentage of employment if less than full time, and shall indicate any changes in personnel from the list previously furnished.
- 8.5 ASSOCIATION DUTY TO PROVIDE INFORMATION.** The Association agrees to furnish any information needed by the YCOE to fulfill the provisions of this Article.
- 8.6 HOLD HARMLESS CLAUSE.** The Association agrees to pay to the YCOE all reasonable legal fees and legal costs incurred in defending against any court action and/or administrative action challenging the legality or constitutionality of the agency fee provisions of this Agreement or their implementation and agrees to pay any judgment or settlement liability arising out of such challenges. The Association shall have the exclusive right to decide and determine whether any such action or proceeding referred to above shall or shall not be compromised, resisted, defended, tried or appealed.
- 8.7 OTHER DEDUCTIONS FROM PAY WARRANT.** Upon appropriate written authorization from the unit member, the YCOE shall deduct from the salary of any unit member and make appropriate remittance for annuities, credit union savings bonds, charitable donations, or any other plans or programs approved by the YCOE to a reasonable maximum.

ARTICLE 9. TRANSFERS AND REASSIGNMENT OF PERSONNEL

9.1 DEFINITIONS OF TERMS USED IN THIS ARTICLE

- 9.1.1 A **transfer** is the movement, either voluntary or involuntary, of a unit member from one YCOE program to another. YCOE programs are: Infant, Preschool, Autism, K-12 (Severely Handicapped, Orthopedically Impaired, Deaf & Hard of Hearing, Emotionally Disturbed), DIS (Visually Impaired, Adapted P.E., Orientation & Mobility), Adult Living Skills, Juvenile Hall, YCCP and Community Schools.
- 9.1.2 A **voluntary transfer** is a transfer which is requested and sought by the unit member.
- 9.1.3 An **involuntary transfer** is a transfer which is initiated by the Superintendent or his/her designee.
- 9.1.4 A **work day** is any day when the YCOE is open for business.
- 9.1.5 A **vacancy** is a bargaining unit position in a YCOE program or district assignment not filled by an incumbent. In the event the Superintendent determines to fill a vacancy, such vacancy shall be advertised pursuant to 9.2.1, below. Vacancies occurring after the first week of an instructional year shall be posted as transfer opportunities for the ensuing instructional year.

9.2 NOTICE OF VACANCIES

- 9.2.1 Known vacancies for the ensuing instructional year shall be advertised starting May 15, or earlier on the main bulletin board of the YCOE. Such notices shall include the position description, location, grade level, credential requirement(s) and a closing date for application. The closing date shall be not less than ten (10) working days following the initial date of posting. This process shall be continued through the first week of the instructional year.
- 9.2.2 Any unit member who wishes to have notices mailed to their home address must provide the Personnel office with at least three (3) self-addressed, stamped envelopes.

9.3 VOLUNTARY TRANSFER PROCEDURES

- 9.3.1 A unit member may request a transfer anytime after May 15 for the ensuing school year. A unit member may apply for a transfer during the first week of an instructional year in response to an advertised vacancy.
- 9.3.2 A request for transfer to take effect at the beginning of the next school year shall be made on the appropriate YCOE form and submitted no later than May 31 of the school year preceding the effective date of the transfer.
- 9.3.3 Voluntary transfer shall be based on proper credentials, evaluations, experience and the educational needs of the YCOE. All of the above being equal, seniority shall prevail.

9.4 PROCEDURE FOR INVOLUNTARY TRANSFER FOR OTHER THAN CAUSE

- 9.4.1 Involuntary transfer shall be based on proper credentials, evaluations, experience and the educational needs of the YCOE. All of the above being equal, seniority shall prevail.
- 9.4.2 No unit member shall be involuntarily transferred if a qualified volunteer has on file an appropriate transfer request.
- 9.4.3 A unit member to be involuntarily transferred shall have the right to indicated preferences from a list of vacancies, if one exists.
- 9.4.4 An involuntary transfer shall not result in the loss of regular compensation, seniority, or any fringe benefit to the unit member.
- 9.4.5 A unit member who is to be involuntarily transferred shall, upon written request, be granted a written rationale for the transfer.
- 9.4.6 A notice of involuntary transfer for the ensuing school year shall be given to the unit member not later than August 15.
- 9.4.7 Except in emergencies, involuntary transfers after the first teaching day of the school year, require three (3) work days notice.
- 9.4.8 Before a vacancy is filled by involuntary transfer, the vacancy shall be posted in accordance with Section 9.2 above.

9.5 PROCEDURES FOR INVOLUNTARY TRANSFER FOR CAUSE

- 9.5.1 No unit member shall be transferred for cause unless the employer has fulfilled its obligation to evaluate such unit member in accordance with the procedure set forth in the Evaluation Article of this Agreement.
- 9.5.2 No unit member shall be involuntarily transferred for cause unless the transfer is preceded by written notice and specification of those circumstances constituting cause.
- 9.5.3 Any unit member so notified shall have the right to appeal the notice of involuntary transfer for cause directly to the Superintendent. Such appeal must be made within seven (7) workdays of receipt of such notice. Upon receipt of appeal, the Superintendent shall investigate the charge(s) allegedly constituting cause. The Superintendent shall meet with the unit member as part of his/her investigation. The Superintendent shall conclude his/her investigation and report his findings along with his/her decision with respect to the unit member's appeal to the unit member within ten (10) workdays of the receipt of the unit member's appeal. The Superintendent's determination with respect to the appeal and transfer shall be binding, subject only to appeal based upon 9.5.4 below.
- 9.5.4 Any grievance relating to an involuntary transfer for cause shall be limited to claimed procedural violations of this provision.
- 9.5.5 The Association shall receive a copy of any notice of involuntary transfer for cause.
- 9.5.6 No unit member shall be displaced by way of implementation of this provision.

9.6 MUTUALLY ACCEPTABLE TRANSFER

9.6.1 Management and a unit member may mutually agree to a transfer which benefits either the unit member or the needs of YCOE. Such transfer may be for a limited duration upon mutual agreement. Such transfer shall not be considered an involuntary transfer.

9.7 MISCELLANEOUS PROVISIONS RELATING TO THIS ARTICLE

9.7.1 Except in emergencies or YCOE reorganizations, unit members may not be involuntarily transferred more than once in a consecutive three (3) year period.

9.7.2 Unit members who are to be involuntarily transferred during the school year to a substantially different position shall be given up to two (2) days of released time for preparation prior to the effective date of the transfer upon approval of their preparation plan by the appropriate administrator.

9.7.3 A unit member may submit a request for transfer at any time, whether or not a vacancy exists, to allow such an application to be considered whenever an appropriate vacancy exists.

9.7.4 The rights of unit members returning from leave include the right to return to a comparable position or the same position if it is filled by a temporary unit member.

9.7.5 Seniority for transfer is defined as YCOE seniority.

ARTICLE 10. CERTIFICATED EMPLOYEE EVALUATIONS

10.1 PRINCIPLES OF EVALUATION AND ASSESSMENT

- 10.1.1 It is understood and agreed by the parties that their principle objective is to maintain or improve the quality of education in the YCOE. Further, the parties recognize that the bargaining unit member must have day-to-day flexibility in planning curriculum and activities for students as determined by Individual Educational Programs and/or YCOE adopted program objectives.
- 10.1.2 The evaluator shall be the unit member's immediate supervisor. The YCOE retains the right to designate any other management employee as evaluator under unusual circumstances. An individual evaluatee may request the Superintendent to appoint an alternate evaluator, certified in the area of the unit member's assignment to observe and critique the unit member's performance. Such request may be made in writing to the Superintendent within thirty (30) calendar days of the first observation but not later than February 15 of the evaluation year. The alternate evaluator's report shall be attached to the evaluation prepared by the immediate supervisor or designated evaluator.
- 10.1.3 Any evaluation forms used in conjunction with this Article shall be approved by the Association and the Superintendent.
- 10.1.4 Probationary and temporary unit members shall be evaluated each school year. Permanent unit members shall be evaluated not less than every other year. If the unit member is scheduled to be evaluated during a particular school year, but is granted a leave of absence for one (1) semester or longer, such evaluation shall not take place during the first year in which the leave occurs, but shall take place during the first year of his/her return to duty.
- 10.1.5 In addition to individual goals and objectives, all certificated instruction personnel evaluation criteria shall include:
- 10.1.5.1 The progress of pupils towards the standards of expected student achievement.
 - 10.1.5.2 The instructional techniques and strategies used by the unit member.
 - 10.1.5.3 The unit member's adherence to curricular objectives.
 - 10.1.5.4 The establishment and maintenance of a suitable learning environment within the scope of the unit member's responsibilities.
- 10.1.6 Unit members to be evaluated during a particular school year shall be furnished a copy of the evaluation procedures, advised of criteria upon which the evaluation is to be based, and notified of the identity of their evaluator during October in the year in which the evaluation is to take place.

- 10.1.7 The unit member being evaluated and the evaluator shall meet no later than November 15 to discuss:
- 10.1.7.1 Objectives and standards to be achieved during the evaluation period. In the event of a disagreement over the objectives and standards, the unit member and the evaluator shall:
 - 10.1.7.1.1 Make a good faith effort to resolve the differences.
 - 10.1.7.1.2 If the unit member objects to the evaluator's final determination of objectives and standards, he/she shall have the opportunity to state their position on the matter(s) in dispute, and to have a written statement attached to the evaluation form.
 - 10.1.7.1.3 The unit member shall have the right to identify relevant constraints which the unit member believes may inhibit his/her ability to meet the established objectives and standards.
- 10.1.8 During the course of the evaluation period, circumstances may change which require review and/or modification of the original objectives and standards. The unit member or the evaluator may initiate a change of these objectives and standards in the manner prescribed in Section 10.1.7 above.
- 10.1.9 The evaluation process shall utilize direct observation and consultation with the evaluatee. Each evaluation shall be based upon at least one (1) observation, and shall be followed by an observation conference in which the evaluator and the unit member shall review the observation(s) and what aspect of the observation(s) are to be included in the final evaluation report. At least one (1) subsequent observation shall take place prior to a negative evaluation being placed in the unit member's file. A post-observation conference shall be arranged within three (3) working days of the observation.
- 10.1.10 At least one (1) formal observation shall be arranged by the evaluator and the unit member in advance.
- 10.1.11 Any permanent unit member who receives a negative evaluation shall be evaluated the following year. In the case of negative evaluation(s), the evaluator shall take positive action to assist the unit member in correcting any cited deficiencies. The evaluator's role to assist the unit member shall include, but not be limited to, the following:
- 10.1.11.1 Specific Recommendations for improvement.
 - 10.1.11.2 Direct assistance to implement such recommendations which may include opportunity for the unit member to visit and observe other similar classes.
 - 10.1.11.3 Any deficiencies which may have been corrected during the evaluation period shall not be included in the final evaluation.

- 10.1.12 A unit member shall not be evaluated on or held accountable for any aspect of the educational program over which the unit member has no authority or control.
- 10.1.13 If subsequent remedial action eliminates the need for a negative evaluation and/or corrects the identified deficiencies, the evaluation(s) citing such deficiencies shall be sealed after a period of two (2) years.
- 10.1.14 Disputes arising over evaluations that result in grievances shall be limited to a claim that the procedures contained in this Article have been violated or unreasonably applied.
- 10.1.15 Unsubstantiated statements shall be excluded from the written evaluation.

10.2 FINAL EVALUATION REPORT IN CONFERENCE

- 10.2.1 Evaluations for probationary unit members shall be completed prior to March 15 in accordance with Section 1 of this Article at which time a final evaluation conference will be held to discuss the evaluation.
- 10.2.2 Evaluations for permanent unit members shall be completed not later than thirty (30) calendar days prior to the last instructional day of the school year. A final evaluation conference will be held not later than twenty (20) calendar days prior to the last instructional day of the school year to discuss the final evaluation report.

10.3 PROCEDURES FOR EVALUATION AND ASSESSMENT OF NON-INSTRUCTIONAL CERTIFICATED UNIT MEMBERS

- 10.3.1 Unit members with non-instructional job classifications shall be evaluated in accordance with YCOE established job responsibilities.
- 10.3.2 Certificated non-instructional unit members shall be evaluated not less than once every other year.
- 10.3.3 Individual objectives must be consistent with the educational and professional goals, objectives, and standards established by the YCOE for specific program to which the unit member is assigned.
- 10.3.4 If a formal observation of performance is used as an assessment technique, the unit member will be made aware of when the observation is to be conducted and by whom. The unit member should prepare for the observer(s) a brief outline of the activity to be observed, including purpose and desired result. This provision does not preclude non-scheduled and informal visitations and observations as additional useful assessment techniques.

10.4 PERSONNEL FILES

- 10.4.1 The employer shall not base any action against a unit member on materials which are not validly contained in the unit member's personnel file, with the exception of circumstances contemplated by Ed. Code § 44942 and 44939.

- 10.4.2 A unit member shall be provided any derogatory material placed in the unit member's personnel file. The unit member shall also be given five (5) working days to prepare a written response to such material. The written response shall be attached to the material.
- 10.4.3 Upon written authorization by the unit member, a representative of the Association shall be permitted to examine and/or obtain copies of materials in the unit member's personnel file.
- 10.4.4 Persons who draft and place material in unit member's personnel file shall sign the material and signify the date on which material was drafted and placed in the file.
- 10.4.5 Access to personnel files shall be limited to the unit member and specified representatives and members of the YCOE on a need-to-know basis. The contents of all personnel files shall be kept locked and in the strictest of confidence. Each person who examines a personnel file must sign and date the form kept in the file for this purpose.
- 10.4.6 Derogatory material shall be sealed after four (4) years providing no incidents similar to those described in the derogatory materials have occurred since the date of the document.

10.5 PUBLIC CHARGES

- 10.5.1 If a unit member is to have a written complaint or public charge entered into his/her personnel file, that unit member shall have notice immediately of the complaint or charge and an opportunity to respond in writing before both materials are entered.
- 10.5.2 Further, the unit member may grieve the allegation to determine the validity of the complaint or charge. If proved untrue, it will be sealed.

10.6 PERSONAL AND ACADEMIC FREEDOM

- 10.6.1 The YCOE shall not inquire into, nor predicate any adverse action upon, a unit member's personal, political and organizational activities or preferences which do not have a direct bearing upon the unit member's classroom activities.
- 10.6.2 It is recognized and agreed that the welfare of the students is served through the introduction and open exchange of ideas, materials, and positions when a fair representation of both sides of an issue occurs.

10.7 TEST OF INTELLECTUAL OR EMOTIONAL FUNCTIONING

Bargaining unit members shall not be evaluated on the basis of administering test of intellectual or emotional functioning unless the unit member is credentialed to administer such test.

ARTICLE 11. EMPLOYEE SAFETY

- 11.1 SAFE WORKING CONDITIONS.** The Association and YCOE recognize the duty to provide a safe and healthy working environment. Unit members shall not be required to work under unsafe conditions or to perform tasks which endanger their health, safety, or well-being.
- 11.2 UNSAFE CONDITIONS DEFINED.** An “unsafe condition” may be a physical, structural or environmental condition which makes it unsafe for a unit member to work and/or instruct students.
- 11.3 ADDRESSING UNSAFE WORKING CONDITIONS.** When a unit member reports in writing a possible unsafe condition, the unit member and the site or program administrator, or designee, shall meet within five (5) work days to discuss the matter and to attempt to agree on whether the condition should be considered unsafe and, if so, upon corrective action. The unit member may be represented by an Association representative provided the representative is available when the meeting is scheduled, or is available at a mutually acceptable meeting time within five (5) days. If the administrator agrees that a condition should be considered unsafe and is not able to offer corrective action at the meeting, he/she shall provide a written response to the issue within ten (10) work days thereafter, including a time table for any corrective action offered.
- 11.4 DUTY TO REPORT CASES OF ASSAULT.** Unit members shall promptly report cases of assault and/or battery to their principal or other supervisor who shall immediately report the incident to the appropriate law enforcement authorities.
- 11.5 STUDENT REFERRALS.** When a unit member believes a student is threatening his/her safety, the unit member shall refer the student to the principal or other supervisor.

ARTICLE 12. PHYSICAL EXAMINATIONS

12.1 TUBERCULOSIS EXAMINATIONS. Examinations for tuberculosis will be required every four (4) years. Such examinations shall be paid for by the YCOE, provided the unit member receives the examination at a YCOE designated facility.

ARTICLE 13. TEACHING HOURS

- 13.1 UNIT MEMBER WORK DAY.** The parties recognize that a unit member's work day is determined by the professional responsibilities of their job and varies from day to day and from assignment to assignment as necessary. The unit member's work day shall be seven (7) hours exclusive of a duty-free lunch period. The unit member shall be on site not less than 30 minutes prior to their instructional assignment and leave no less than 15 minutes after student dismissal.
- 13.1.1 For Computation purposes in determining hours on leave or circumstances that affect pay warrant or fund distributions, the use of the Hourly Rate of Pay as defined in Article 3, Definitions, Section 3.1.6 will be in effect (per diem divided by 7).
- 13.2 FACULTY MEETINGS.** Faculty meetings shall be preceded by notice including an agenda for the meeting. Such notice and agenda shall provide reasonable opportunity for unit members to add items to the agenda. Faculty meetings shall include Department/Program meetings. No faculty meetings should be held past 3:30 p.m.
- 13.3 DUTY FREE LUNCH PERIOD.** All members of the bargaining unit shall have a duty-free lunch period of at least thirty (30) consecutive duty free minutes.
- 13.4 NON-TEACHING DUTIES.** Non-teaching duties are any duties which are required by the YCOE and which do not involve the instruction of students, exclusive of staff meetings referred to in this Article. Unit members are expected to perform such duties which may include, but are not limited to, parent meetings, participation in student clubs and activities, in-service workshops, Back-to-School Nights, Open House, attendance at IEP and SST Meetings.
- 13.4.1 Unit members will be compensated at their per diem rate for non-teaching duties beyond their work day that exceed ten (10) hours per year (pending prior approval). Members are responsible for notifying their supervisors when they have completed ten (10) hours of documented non-teaching duties. The ten (10) hours will be pro-rated based on FTE.
- 13.5 HOME INSTRUCTION.** Home instruction includes duties that are over and above the unit member's work day. Home instruction teachers are expected to perform instruction for a student in the home environment due to the student's inability to attend school because of a medical condition identified through the IEP process. The unit member will be compensated for the additional instructional time at the unit member's per diem rate and will also be compensated mileage to and from the student's home. The home instruction assignment will first be offered to the student's current teacher then offered to other qualified teachers. If no qualified unit member accepts the home instruction assignment the District may seek an external applicant.

ARTICLE 14. WORK YEAR

- 14.1 COUNTY OFFICE CALENDAR.** The length of the school term and holidays shall be consistent with the generally accepted practices of Yolo County School Districts. YCOE unit members shall work one hundred and eighty-two (182) days in any one (1) school year.
- 14.2 ROP WORK YEAR.** The work year for ROP staff shall include the number of assigned instructional days plus two (2).
- 14.3 SPEECH AND LANGUAGE WORK YEAR.** The work year for Speech and Language Therapists shall be one hundred and ninety-two (192) days in any one (1) school year beginning with the 2015-16 school year.

ARTICLE 15. NON-DISCRIMINATION

15.1 UNLAWFUL DISCRIMINATION PROHIBITED. The YCOE shall not discriminate except as is otherwise permissible in existing law against any unit member on the basis of race, color, creed, age, sex, national origin, political affiliation, domicile, marital status, sexual orientation, physical handicap, membership in a unit member organization, or participation in the activities of a unit member organization in relation to the application or exercise of any and all rights, activities and/or interests guaranteed by the EERA, Government Code 3540 et seq. generally, and §§ 3540.1, 3543, 3543.2, 3543.5 specifically.

ARTICLE 16. CURRICULUM AND INSTRUCTION

- 16.1 DUTY TO CONSULT.** The YCOE agrees to consult with the Association during the term of this Agreement according to the requirements of Government Code 3543.2.
- 16.2 STUDENT DISCIPLINE POLICY.** The YCOE agrees to review student discipline policy with unit member input upon request of the Association.

ARTICLE 17. IN-SERVICE EDUCATION/STAFF DEVELOPMENT

- 17.1 IN-SERVICE NEEDS SOLICITED.** No later than the conclusion of each school year, the program manager shall solicit the in-service needs of unit members in determining in-service plans for the subsequent year.
- 17.2 LIMITATIONS ON REQUIRED IN-SERVICE.** If necessary, the program managers may require unit members to attend in-service workshops and training sessions; provided, however, such required programs shall be limited to ten (10) after school hours without pay per school year. If such training session or workshop is held outside a fifty (50) mile radius from the YCOE, travel time will be included within the ten (10) hours limit.
- 17.3 STAFF DEVELOPMENT.** Up to three staff development days shall be scheduled by the YCOE in addition to the required work days in accordance with Ed. Code § 44579—44579.4 and Title 5, California Code of Regulations, Division 1, Chapter 6.
- 17.3.1 The Yolo County Office of Education will be developing a smorgasbord of staff development.
- 17.3.2 Two members of the bargaining unit, to be selected by the Association, shall be members of the planning committee for Staff Development.
- 17.3.3 Attendance at staff development programs will be voluntary.
- 17.4 STAFF DEVELOPMENT STIPEND**
- 17.4.1 A stipend of \$225 per day shall be paid to unit members who qualify pursuant to the Staff Development Law (Education Code § 44579-44579.4 and Title 5, California Code of Regulations, Division 1, Chapter 6) including any amendments or additions to said law, and who participate in the YCOE staff development programs. The stipend may be received in one, two or three day increments.
- 17.4.2 The stipend is only available to unit members who actually attend and a unit member must attend a full seven hours of staff development to qualify for one day's stipend.
- 17.4.3 The Yolo County Office of Education will handle attendance and eligibility accounting for the stipend, however, each individual unit member must sign in when attending a staff development session at the beginning and the end of the session.
- 17.4.4 Stipends will be paid at the end of the fiscal year.
- 17.5 VERIFICATION PROCESS FOR TEACHERS (VPSS).** Upon approval, YCOE will reimburse the Verification Process for Teachers Special Settings (VPSS) registration fees, up to \$400 per tier for each core academic subject in their assignment, for which they have not met the NCLB highly qualified teacher requirements. The unit member may elect to purchase college units for column advancement.

ARTICLE 18. PART-TIME EMPLOYMENT STATUS

18.1 ED. CODE §§ 44922, 42724 AND GOV. CODE § 20815 BENEFITS

- 18.1.1 The unit member desiring to exercise this option must have reached the age of 55 prior to applying for reduction to part-time employment status.
- 18.1.2 The option of part-time employment is available only to those certificated staff members who have been employed in a position requiring certification for not less than ten (10) years of which the immediately preceding five (5) years were full-time employment.
- 18.1.3 The option of part-time employment must be exercised at the request of the unit member and can be revoked only with the mutual consent of the unit member and the employer.
- 18.1.4 Approval to participate in the part-time employment status is subject to the staff needs and requirements of the YCOE.
- 18.1.5 Approval for part-time employment status will be granted for a period of time not to exceed five (5) years.
- 18.1.6 The minimum part-time employment approved shall be the equivalent of one-half the number of days service required by the YCOE contract of employment for full-time employment.
- 18.1.7 Unit members who are granted part-time employment status shall be paid a salary which is the prorated share of the salary he/she would be earning had they not elected to exercise the option of part-time employment, but shall retain all other rights and benefits for which he/she makes the payment would be required if they remained in full-time employment.
- 18.1.8 Unit members desiring to exercise this option will have STRS contributions that are required to be paid by the YCOE, paid on the salary the unit member would have received had they been in full-time employment. The unit member will be required to pay STRS contributions at the rate specified in the Education Code on the salary they would have received had they remained in full-time employment.
- 18.1.9 The unit member shall receive health benefits in the same manner as full-time employment.
- 18.1.10 This option is limited to certificated unit members in programs operated by the YCOE and assigned to age pre-kindergarten through grade 12 who do not hold positions with salaries above that of a principal.
- 18.1.11 Unit members desiring to exercise this option must notify the County Superintendent of their interest in reduction to part-time employment by submitting a letter of request not later than February 15 of the year preceding the requested change of part-time employment.

18.2 RETURN TO FULL TIME STATUS. Unit members who have been authorized to reduce from full-time position under the provisions of this article may return to full-time employment at the conclusion of the five (5) year limitation on such employment only by mutual consent of the unit member and the Superintendent.

18.3 SHARED CONTRACTS

18.3.1 Requests by current unit members employed on two (2) separate contracts to share one (1) contract must be made in writing to the Superintendent at least ten (10) weeks prior to the effective date of request.

18.3.2 The request shall set forth in detail the unit members to be involved, the contract to be shared, and the proposed effective date of the request.

18.3.3 Unless otherwise agreed in writing, unit members whose requests for shared contracts are approved, shall be granted a leave for that portion of their assignment being reduced to run concurrently with the shared contract agreement and shall be allowed to return to a full-time position at the conclusion of said shared contract.

18.3.4 Unless otherwise agreed in writing, unit members who share a contract shall share proportionately in the health benefits and leave benefits under that one (1) contract.

18.3.5 The decision to grant the request to share a contract is within the sole discretion of the Superintendent of the YCOE.

18.3.6 All such requests may be revoked by either of the parties, in writing, up to the time said requests are granted by the Superintendent.

18.4 OTHER PART-TIME EMPLOYEES

18.4.1 Any full-time certificated unit member desiring part-time employment must submit a request in writing to his/her immediate supervisor no later than May 1 of the school year preceding the effective date of the request.

18.4.2 The YCOE is not required to hire part-time unit members even if the unit member requests it.

18.4.3 Part-time unit members will be selected on the basis of seniority and on the needs of the program.

18.4.4 Persons selected for part-time employment will be notified no later than the end of the school year preceding the effective date of the request.

18.4.5 No full-time unit member may be required to become a part-time unit member if there is full-time employment available.

18.4.6 Any part-time unit member of twenty (20) hours or more is entitled to the number of sick leave days and health benefits proportionate to his/her employment if hired as part-time after July 1, 1982.

ARTICLE 19. SALARIES

19.1 SALARY.

19.1.1 Each employee shall receive a 2% one-time lump sum payment based on the unit member's current annual salary placement. Credentialed teachers shall receive a 1.5% COLA to the 2015-16 salary schedule effective July 1, 2016. (Appendix A)

19.1.2 Each employee shall receive a 2% one-time lump sum payment based on the unit member's current annual salary placement. Non-credentialed teachers shall receive a 1.5% COLA increase to the 2015-16 salary schedule effective July 1, 2016. (Appendix A.1)

19.1.3 Each employee shall receive a 2% one-time lump sum payment based on the unit member's current annual salary placement. Psychologists shall receive a 1.5% COLA increase to the 2015-16 salary schedule effective July 1, 2016. (Appendix B)

19.1.4 Each employee shall receive a 2% one-time lump sum payment based on the unit member's current annual salary placement. Nurses shall receive a 1.5% COLA increase to the 2015-16 salary schedules effective July 1, 2016. (Appendix C)

19.2 PRO-RATED SALARIES. All unit members who serve other than the required number of days as set forth in Section 14.1 for their job classification shall receive salary which is not less than that which bears the same ratio to the established annual salary for their position as the number of days they serve bears to the number of working days required for their job classification.

19.3 SALARY FOR ONE SEMESTER. Unit members who serve for one full school semester shall receive not less than one half of the annual base salary for their position.

19.4 PAYROLL PERIODS. The payroll period shall be defined as monthly beginning with July 1 and ending June 30 for all certificated unit members hired before 1960. Payroll period for all unit members after 1960 shall be defined as monthly beginning with September 1 and ending August 31.

19.5 SALARY SCHEDULE PLACEMENT AND STEP ADVANCEMENT. Each school year the unit member shall be placed on the appropriate step in accordance with YCOE approved teaching experience. A unit member who has served on a full-time contract for seventy-five percent (75%) of the school year in the YCOE shall receive credit for that year's experience for salary schedule advancement purposes. Unit members on full year part-time contracts shall receive credit for that year's experience if they render seventy-five percent (75%) of the time required in their part-time agreement. Unit members shall normally receive credit for the year(s) of post graduate experience under a full-time contract in comparable positions to their proposed assignment. The maximum credit for out of YCOE experience shall not exceed fourteen (14) years. Initial step placement not higher than step 15.

19.5.1 The above provisions regarding maximum credit shall be implemented commencing July 1, 2017. Those employees who would have been on a higher step for 2017-18 if this provision had been in effect when they were hired, shall be placed on the correct step pursuant to these provisions for the 2017-18 school year. No adjustments in pay shall be made for any years prior to 2017-18.

19.5.2 Unit members who resign from YCOE employment and are reinstated within 39 months shall be placed on the same step of the salary schedule they would have been on had they not resigned.

19.6 SALARY SCHEDULE PLACEMENT AND COLUMN ADVANCEMENT. College units. A college unit is one (1) semester unit. Three (3) quarter units equal to two (2) semester units. Guidelines for acceptance of units:

19.6.1 Accredited upper division and graduate college units applied toward an academic major or minor will be accepted for advancement on the salary schedule. Extension courses related to the area of assignment responsibility will be accepted for advancement on the salary schedule.

19.6.2 Lower division courses should be a part of an educational goal, and/or be of material value to the unit member in professional growth. Credit for lower division courses must be approved by the Professional Advancement Committee (PAC). College Catalog identification will determine lower and upper division.

19.7 SALARY SCHEDULE CREDIT FOR IN-SERVICE. In-Service Training, Workshops. Credit will be evaluated on the basis of one (1) semester unit for fifteen (15) hours of service in one subject area, within a school year. Request for approval of in-service credit must be submitted within the school year in which it is taken. Unit credits earned in workshop or in-service participation may not be accepted by other districts for placement on their salary schedule. No in-service credit will be allowed if the cost of the units is to be borne by the YCOE.

19.8 PROCEDURE FOR COLUMN CHANGE. Classification Change on Salary Schedule. Unit members must file request for classification change by February 20th. All work must be completed and verified by September 1st. All verified salary adjustments will be effective on the September 30 payroll. The combination of college units and equivalent units required for teachers to move up in salary classification follow:

	College Units (Minimum)	Equivalent Units (Maximum)	TOTAL
Class I to II	9	6	15
Class II to III	9	6	15
Class III to IV	6	9	15
Class IV to V	3	12	15

19.9 CREDIT FOR MASTER TEACHERS. Student Teachers-Two (2) units of In-service will be allowed to master teachers training student teachers. However, no more than six (6) credits will be granted for every fifteen (15) units taken to move across the salary schedule. Individual teachers will receive no payment made for student teachers, if the two (2) units of credit are claimed.

19.10 PRIOR APPROVAL AND VERIFICATION OF COMPLETION.

Each teacher is responsible for:

19.10.1 Obtaining prior approval for lower division course or in-service training.

- 19.10.2 Verifying completion of all work by submitting transcripts, grade cards, or written verification by the instructor.
- 19.10.3 Filing request for change in salary classification each time one is due.
- 19.10.4 Obtain approval for summer work in lower division courses or workshops by May 15th of the school year.
- 19.11 INCORRECT SALARY PLACEMENT.** Errors in the current salary schedule placement made by the YCOE shall only be corrected during the fiscal year in which they are discovered upon proof that the error has been made. Such corrections shall only apply to the current fiscal year.
- 19.12 STAFF COORDINATOR DUTIES.** Staff coordinator duties will be determined jointly by the program managers and the staff and will be so specified in a written job description that is acceptable to the staff within the program.
- 19.13 STAFF COORDINATOR STIPEND.** Staff Coordinators will be paid as set forth in the salary schedule for each year for performing staff coordinating duties as defined in the job description specifying duties to be performed. Salary paid for staff coordinating duties will be in addition to salary paid for regular teaching duties according to placement on the current teachers' salary schedule. Any assigned staff coordinator working in excess of the regular duty days determined by the school calendar will receive additional salary based on the amount set forth for staff coordinators and pro-rated on a daily number of days specified on the calendar. The YCOE reserves the right to determine the need for staff coordination requirement.
- 19.14 CREDIT FOR ADVANCED DEGREES.** Masters Degree increment shall be salary schedule placement plus one thousand dollars (\$1,000.00). Earned Ph.D. or Ed.D. increment shall be one thousand dollars (\$1,000.00).
- 19.15 CERTIFICATED NURSE.** The salary schedule for unit nurses is contained in Appendix C.
- 19.16 PSYCHOLOGIST.** The salary schedule for unit psychologists is contained in Appendix B.

ARTICLE 20. EMPLOYEE TRAVEL

- 20.1 MILEAGE RATE OF REIMBURSEMENT.** Unit members who may be requested to use their own automobiles in the performance of their duties and unit members who are assigned to more than one (1) school per day shall be reimbursed for all such travel at the applicable rate, per the Superintendent's Travel and Conference policy, for all driving done between the first location of their work day and the location of their last assignment.
- 20.2 MILEAGE FROM LAST ASSIGNMENT.** If travel is required beyond the location the unit member would normally travel to return home, the unit member will be reimbursed for the mileage from the last location to the first.

ARTICLE 21. EMPLOYEE BENEFITS

21.1 EMPLOYEES AND DEPENDENT INSURANCE COVERAGE. YCOE will offer a plan of insurance which includes medical, dental and vision insurance. Changes in carriers or providers shall be subject to negotiations between the parties. The following are the health care providers:

21.1.1 Health Insurance - Unit members may select one (1) of the following health insurance plans:

21.1.1.a Western Health Advantage

21.1.1.b Kaiser

21.1.2 Dental Insurance - Unit members shall be offered Delta Dental.

21.1.3 Vision Insurance - Unit shall be offered Vision Service Plan.

21.1.4 Life Insurance (\$25,000) – Mandatory enrollment for all unit members.

21.2 PAID BENEFITS--FULL-TIME EMPLOYEES. YCOE will contribute up to \$672 monthly for 12 months (\$8.064 annually) per full-time unit member towards the cost of health and welfare benefits as provided in 21.1 commencing July 1, 2017.

21.3 DURATION OF BENEFITS. The benefits provided in this Article shall remain in effect during the term of this Agreement.

21.4 ELIGIBILITY. Unit members subject to this Agreement who are contracted to work twenty (20) hours or more per week are eligible to receive the health and welfare benefits as those provided for full-time unit members, on a prorated basis. Unit members hired on or before January 18, 1982 will be grandfathered under old provisions which provided for \$327 monthly if the employee worked half time or more, \$130.80 monthly if the employee worked 40 percent and \$115.40 if the employee worked 20 percent.

21.5 EMPLOYEE BENEFIT PAYMENTS DURING LEAVE OF ABSENCE

21.5.1 The YCOE shall contribute its contribution towards insurance premiums while the eligible unit member is on paid leave status.

21.5.2 Unit members on YCOE approved, non-paid leaves of absence of more than thirty (30) calendar days may elect to continue coverage for themselves (and dependents) by mailing the entire monthly premium payment, required for coverage, made payable to the Yolo County Office of Education and submitted to the business office.

21.5.3 The unit members (and dependents) insurance coverage, under the YCOE's master insurance contracts(s), shall be canceled under the following:

21.5.3.1 The leave expires and the unit member does not return to active duty.

21.5.3.2 A required premium payment is not received in the business office by the 30th of the month preceding the month when coverage is desired.

21.6 PROPERTY DAMAGE. The YCOE shall reimburse unit members for any loss, damage, or destruction of personal equipment up to a maximum of two hundred dollars (\$200.00) provided that such personal equipment has been approved for use by the appropriate program manager or immediate supervisor prior to such loss, damage, or destruction.

21.7 ADDITIONAL HEALTH INSURANCE PLANS. The YCOE may provide additional health insurance plans.

21.8 RETIREE'S HEALTH BENEFITS.

21.8.1 New bargaining unit employees hired after July 1, 1994, shall not be eligible for continuation of hospital and medical insurance premium payments pursuant to former AR 4117.1/4217.1 after retirement, however they shall have all rights to which they are entitled under COBRA.

21.8.2 There shall be no change in retiree health benefits existing on June 30, 1994 for bargaining unit employees employed the Yolo County Superintendent of Schools prior to or on that date by terms of this Agreement.

21.8.3 The terms of this Agreement shall supersede any provisions of AR 117.1/4217.1 which are inconsistent with this Agreement.

ARTICLE 22. LEAVES

- 22.1 SICK LEAVE.** Every unit member shall be entitled to one (1) day of paid sick leave for each month of duty, including extended year employment.
- 22.1.1 At the beginning of each school year every unit member shall receive a sick leave allotment credit, equal to his sick leave entitlement for the school year. A unit member may use his/her credited sick leave at any time during the school year.
- 22.1.2 Unused sick leave shall be accumulated without limit. Unit members new to the YCOE shall be entitled to transfer their accumulated sick leave to the YCOE upon confirmation of employment. This transfer of sick leave is only School District or from another California County Office of Education.
- 22.1.3 Each unit member must be employed on or before the tenth (10th) day of the month in order for that month to be counted in computing sick leave.
- 22.1.4 If a certificated person is employed after the beginning of the school year or on a part-time probationary basis, the days of sick leave are prorated.
- 22.1.5 The YCOE shall provide each unit member with a written statement of his/her accrued sick leave total when requested.
- 22.1.6 After all days of sick leave have been taken, the unit member shall receive the difference, for a period not to exceed five (5) school months, between his/her regular salary and that actually paid to a substitute or if no substitute was employed, the amount which would have been paid to the substitute had he/she been employed. In no case shall the deduction exceed fifty percent (50%) of the unit member's daily pay. Available sick leave benefits will end when the physician of the unit member certifies that the unit member's disability no longer exists. The YCOE may require a physical exam of the unit member to verify the degree of disability.
- 22.1.7 When a unit member exhausts all available sick leave and continues to be absent beyond the five-month period set forth in Section 22.1.6 and the employee is not medically able to resume the duties of his/her position, the employee shall be placed on a reemployment list for 24 months if the employee is probationary, or 39 months if the employee is permanent, commencing at the end of the five months. When the employee is medically able, during those periods, the employee shall be returned to a position for which he/she is certificated and qualified.
- 22.1.8 The YCOE may require a doctor's verification of any absence that is of a recurring nature. Certification from the doctor of an illness may be required by the Personnel Office when the illness exceeds three (3) consecutive workdays. Certification from the doctor of an illness may also be required by the YCOE when a unit member requires more than twenty (20) days of sick leave in any school year. The YCOE will submit a letter to the unit member who has used excessive sick leave that a doctor's verification will be required for further absences. Additionally, the YCOE reserves the right to refuse payment of sick leave benefits where there is cause to suspect abuse or misuse.

22.1.9 The unit member shall notify the YCOE of his/her intent to return from sick leave prior to the end of the regular work day. The unit member who fails to provide this notice shall not be allowed to return to service and shall have an additional day of sick leave charged.

22.2 MATERNITY/PATERNITY/ADOPTION LEAVES

22.2.1 A unit member who must be absent from duty because of disability as a result of pregnancy, miscarriage, childbirth and recovery therefrom is eligible for leave which shall be taken from available sick leave and family illness leave. Disabilities of this nature shall be treated as such under any health plan available in connection with employment.

22.2.2 A unit member who is adopting a child shall be entitled to use up to five (5) days of available sick leave or family illness leave for the purpose of caring for the needs of the adopted child.

22.2.3 A male unit member shall be entitled to use up to five (5) days of available sick leave or family illness leave to care for his child or the mother of his child at the time of birth.

22.2.4 A unit member does not have to be married in order to qualify for the benefits provided in subparagraphs 22.2.3 and 22.2.4, above.

22.2.5 Upon request, the YCOE may provide a unit member who is a natural or adopting parent an unpaid leave of absence for the purpose of rearing his or her child. Such leave shall remain in effect no longer than the end of the second semester following the birth or adoption of the child. A unit member shall notify the YCOE that he/she desires to take such leave at least four (4) weeks prior to the anticipated date on which the leave is to commence.

22.2.6 The YCOE shall not do any of the following solely because of a unit member's pregnancy, paternity leave or child adoption leave:

22.2.2.1 Refuse to hire or employ;

22.2.2.2 Bar or discharge from employment;

22.2.2.3 Bar from training programs, reassignment or promotion;

22.2.2.4 Discriminate against in compensation or in terms, conditions, or privileges of employment.

22.3 IMMEDIATE FAMILY SICK LEAVE. A unit member shall be entitled to use up three (3) days of his/her sick leave per school year in the case of illness or injury of a member of the immediate family when the presence of the unit member is necessary. These days shall be deducted from the unit member's regular sick leave allocation.

22.3.1 Such days of leave are not cumulative.

22.4 PERSONAL FAMILY ILLNESS LEAVE. Each employee shall be entitled to one day of paid leave each school year to be used only in the case of illness or injury of a member of the employee's personal family when the presence of the employee is necessary. Such leave shall not be charged to the employee's sick leave and shall not be cumulative. The employee's personal family is defined to include employee's spouse, children, or any relative of either spouse living in the employee's home.

22.5 BEREAVEMENT LEAVE

22.5.1 Every unit member shall be entitled to three (3) consecutive days of paid leave of absence on account of the death of any member of his/her immediate family. Where travel of more than two hundred (200) miles, one way, from the unit member's home is required, the unit member shall be entitled to no more than six (6) consecutive days of paid leave. Immediate Family - The mother, father, step-parent, grandfather, grandmother, grandchild of the unit member or of the spouse of the unit member, spouse, son, son-in-law, daughter, daughter-in-law, step child, brother or sister of the unit member or spouse, or any relative living in the immediate household of the unit member, or any other close family member as approved by the unit member's supervisor.

22.5.2 This leave shall not be deducted from sick leave.

22.5.3 The YCOE shall require the use of bereavement leave before personal necessity leave days are used for purposes allowed in this paragraph.

22.5.4 For verification, a signed statement of the unit member identifying the family relationship of the deceased on the Absence Request Form will suffice; except in unusual cases where the YCOE may require additional verification of the unit member.

22.6 INDUSTRIAL ACCIDENT OR INJURY AND ILLNESS LEAVE. An industrial accident or illness as used in this paragraph, means any injury or illness whose cause can be traced to the performance of services for the YCOE. Unit members shall be required to use available sick leave for temporary disabilities until determination is made by the claims administrators that the claim is a valid one. Sick leave shall be reinstated upon determination of a valid worker's compensation claim.

22.6.1 A unit member, upon the first day of service, shall be entitled to an industrial accident or industrial illness leave of absence, no more than sixty (60) working days of paid leave in any one (1) fiscal year for the same accident.

22.6.2 An industrial accident or illness leave shall commence on the first day of absence and shall be reduced by one (1) day for each day of authorized absence. The benefits provided in this paragraph are in addition to sick leave benefits. Accordingly, the YCOE shall not deduct accumulated sick leave from the sick leave allotment of a unit member who is absent as a result of an industrial accident or illness. When such leave overlaps into the next fiscal year, the unit member shall be entitled to only the amount of unused leave due for the same illness or injury.

- 22.6.3 The total of the unit member's temporary disability indemnity and the portion of salary due him/her during his/her absence shall equal his/her full salary. During any paid leave of absence, the unit member shall endorse to the YCOE the temporary disability indemnity checks received on account of his/her industrial accident or illness. The YCOE, in turn, shall issue the unit member appropriate salary warrants for payment of the unit member's salary and shall deduct normal retirement and other authorized contributions.
- 22.6.4 Upon termination of the industrial accident or illness leave, a unit member shall be entitled to the sick leave benefits provided, and for the purpose of this section his/her absence shall be deemed to have commenced on the date of termination of the industrial accident leave. Provided the unit member continues to receive temporary disability indemnity, he/she is entitled to take only as much of his/her accumulated sick leave which when added to his/her temporary disability indemnity, will result in payment to him/her of not more than his/her full salary.
- 22.6.5 A unit member receiving the benefits of such leave shall, during periods of injury or illness, remain within the State of California unless otherwise authorized by the YCOE.
- 22.6.6 Allowable industrial accident and illness leave shall not be accumulated from year to year.
- 22.6.7 When a dispute arises regarding an industrial accident or illness, no leave shall be granted until a determination has been made regarding the case by the State Compensation Office or the Appeals Board. While this dispute is pending, sick leave benefits as prescribed in the Agreement shall be provided by the YCOE.
- 22.6.8 In order to qualify for industrial accident or illness leave coverage, a unit member claiming such leave shall be examined and treated, if necessary, by a physician approved and paid for by the YCOE's industrial accident insurance carrier.
- 22.6.9 A unit member shall be permitted to return to service after an industrial accident or illness only upon the presentation of a release from the authorized Worker's Compensation physician certifying the unit member's ability to return to his/her position classification without restrictions or detriment to the unit member's physical and emotional well-being.
- 22.6.10 The YCOE's report of an industrial accident or illness shall be kept on file in the Personnel Office.
- 22.6.11 Under no circumstances shall the unit member receive more compensation during industrial accident and illness leave than the unit member should be entitled to if working.
- 22.7 PERSONAL BUSINESS LEAVE.** Each employee shall be entitled to three (3) days in total of paid leave annually for the purpose of conducting personal business, which can be taken in half day or full day increments. Such days shall not be deducted from sick leave.

22.8 PERSONAL NECESSITY LEAVE

22.8.1 Any days of absence for illness or injury allowed pursuant to Education Code § 44981, not in excess of seven (7) days, may be used by the unit member, at his/her election, in case of personal necessity. Personal necessity leave may with prior approval of the Superintendent or designee requested not less than three (3) workdays in advance (not required for 1 through 6 below) be utilized for circumstances that are serious in nature, which cannot be expected to be disregarded, which necessitate immediate attention and cannot be dealt with during off duty hours, including but not limited to the following:

22.8.1.1 death of a member of his/her immediate family;

22.8.1.2 accident, involving his/her person or property, or the person or property of a member of his/her immediate family;

22.8.1.3 appearance in court as a litigant, or as a witness under an official order;

22.8.1.4 verified emergencies which were beyond the control of the individual;

22.8.1.5 inability to get to the unit member's assigned place of duty because of circumstances beyond his/her control;

22.8.1.6 traditionally recognized religious holidays or observances.

22.8.2 At the unit member's request, the Superintendent or designee may grant personal necessity leave for reasons other than the ones listed above.

22.9 STUDY LEAVE

22.9.1 A unit member may, after three (3) continuous years of employment with the YCOE, be granted an unpaid leave of absence to pursue educational improvement and advancement. Such leave shall be for a minimum of one (1) semester and a maximum of one (1) school year.

22.9.2 A unit member shall apply to the YCOE for such leave no later than ten (10) weeks before its anticipated commencement.

22.9.3 The unit member shall notify the YCOE sixty (60) calendar days prior to the ending date of the leave of his/her intent to return to service.

22.10 IN-SERVICE LEAVE. A unit member shall be entitled to four (4) days of paid leave each school year for the purpose of improving his/her performance. With the Program Manager's approval, such leave may be used to visit classes in other schools or to attend workshops related to his/her performance. Agreement as to specific application of this provision shall be worked out by the Program Manager and the unit member.

22.11 SUBPOENA LEAVE

22.11.1 Subpoena leave is provided when a unit member is absent because of a mandatory court appearance as a witness, but not as a litigant; response to a subpoena duly served. A unit member shall suffer no monetary loss by reason of this service, but shall receive that portion of his/her salary which represents the difference between fees paid by the court, or by the party requiring the appearance, and his/her regular salary.

22.11.2 A copy of the subpoena or a certificate from the clerk of the court and a report of fees received, exclusive of mileage shall be filed with the absence report in the Personnel Office.

22.11.3 The claim for leave will be supported by a copy of the subpoena or order of the court.

22.12 JURY LEAVE. Unit members may be absent from YCOE assignments to serve as jurors without loss of pay. Fees (exclusive of mileage) paid unit members to serve as jurors shall be turned over to the YCOE business department.

22.13 ASSOCIATION LEAVE. The Association shall have a total of ten (10) workdays of paid leave to utilize for local, state or national conferences or for conducting other business pertinent to Association affairs. Such representatives shall be excused from school duties upon two (2) workdays advance notification to the Assistant Superintendent and the Program Manager. All costs except for salary shall be absorbed by the Association. Additional days may be granted at the discretion of the Assistant Superintendent and the Program Manager.

22.14 MILITARY LEAVE. Military leave is considered a leave with pay not to exceed thirty (30) calendar days, when called to military duty.

22.15 MISCELLANEOUS LEAVE.

22.15.1 Unless otherwise provided in this Article, a unit member on a paid leave of absence shall be entitled to (1) return to a position comparable to that which he/she held immediately before commencement of the leave; (2) receive credit for annual salary increments provided during his/her paid leave; (3) receive, during his/her leave, all other unit member fringe benefits, including, but not limited to, insurance and retirement benefits.

22.15.2 Personal leaves may be granted for, but not limited to, health restoration and travel after the unit member has worked three (3) continuous years for the YCOE.

22.15.3 Unit members on any unpaid leave of absence may continue fringe benefits under the group plan by submitting the premiums to the YCOE by a date(s) agreed to by the YCOE and the unit member.

22.16 SABBATICAL LEAVE. Sabbatical leave may be awarded at the sole discretion of the Superintendent. The qualifications and procedures for sabbatical leave shall be as determined in Education Code §§ 44966 through 44973. The salary for those approved for leave shall be fifty percent (50%) of their placement on the salary schedule.

22.17 NOTIFICATION AND ABSENCE FORMS. Employees utilizing the provisions of Section 22.2, 22.3, 22.4, 22.5, 22.8.1, 22.11, and 22.12 shall notify the substitute caller no later than 7:30 a.m. on the first day of leave or as soon as the need for leave is known by the employee. The notification shall include the type of leave being taken and the probable duration of the leave. The employee shall notify the personnel secretary if the duration of the leave must be lengthened or shortened no later than 2 p.m. on the regular workday prior to the day the employee wishes to return. The unit member who fails to provide this notice shall not be allowed to return to service on that date and shall have an additional day of leave charged. Absence request forms shall be submitted on return to work and shall be received by the department secretary within three workdays of return to work.

22.18 ABUSE OF LEAVE. YCOE may request verification of reasons for any absence if there is reason to believe there has been abuse of leave. YCOE shall specify to the unit member the reason for questioning of the use of leave.

ARTICLE 23. EFFECTS OF LAYOFF

23.1 LAY-OFF PROCEDURE. When the YCOE proceeds with a layoff and/or reemployment in accordance with the statutory requirements or Education Code § 44955, et seq., the below provisions shall apply.

23.1.1 **Notice to the Association.** Within seven (7) calendar days of the YCOE adoption of the required Resolution the YCOE shall notify the Association in writing of this action.

23.1.2 Upon written request from the Association, the YCOE shall provide the Association, as soon as it is available, with a list of the positions to be eliminated.

23.2 ENTITLEMENT OF LEAVE AND FRINGE BENEFITS

23.2.1 Each noticed unit member who has utilized his/her allowable Personal Necessity Leave may apply to the Superintendent for up to two (2) additional days of paid leave, to be deducted from sick leave, for securing other employment.

23.2.1.1 The request for additional leave must include a statement of need regarding the time and date of the leave.

23.2.2 A laid-off unit member shall be entitled to district-paid fringe benefits through September following his/her layoff.

23.3 REASSIGNMENTS RESULTING FROM LAY-OFF. Transfers and reassignments, due to effects of layoff, shall be pursuant to Article 9 of the Agreement.

23.4 RE-EMPLOYMENT RIGHTS FOLLOWING LAY-OFF. The YCOE shall periodically mail to the Association a list of existing vacancies for unit members with a list of the names of those people filling vacancies, and copies of notices sent to laid off unit members.

23.4.1 Criteria for determining the order of layoff and reemployment of unit members having the same seniority date shall include:

- 23.4.1.1 area of credential
- 23.4.1.2 flexibility for staffing because of multiple credentials
- 23.4.1.3 major and minor fields of study
- 23.4.1.4 experience in subject area of credential
- 23.4.1.5 excellence of evaluation
- 23.4.1.6 affirmative action
- 23.4.1.7 extra-duty capability

23.4.2 The YCOE shall place returning unit members in comparable positions held at the time of layoff.

- 23.5 SUBSTITUTE SERVICE.** If, in any school year, the laid-off unit member serves as a substitute in any position requiring certification for any twenty-one (21) school days or more, within a period of sixty (60) school days, the compensation such employee received for substitute service in that sixty (60) day period, including his/her twenty (20) days of substitute service, shall not be less than the amount he/she would receive if he/she were being reappointed. The YCOE may not terminate such an employee to avoid paying the regular rate of pay.
- 23.6 STATUTORY GUARANTEES.** Nothing above shall preclude the YCOE's moving according to statutory time lines for layoff and shall satisfy the YCOE's obligation to bargain this topic during the term of this Agreement.

ARTICLE 24. MISCELLANEOUS PROVISIONS

- 24.1 INDIVIDUAL CONTRACTS.** Any individual contract between the YCOE and an individual unit member executed shall be subject to and consistent with the terms and conditions of this Agreement.
- 24.2 COPIES OF AGREEMENT.** Within sixty (60) calendar days after Agreement by both parties herein the employer shall have copies prepared and delivered to the Association for distribution to each member of the Yolo Education Association.
- 24.3 ARBITRARY APPLICATION PROHIBITED.** The provisions of this Agreement shall not be interpreted or applied in a manner which is arbitrary, capricious or discriminatory. Rules which are designed to implement this Agreement shall be uniform in application and effect.
- 24.4 UNIT MEMBER RESIGNATIONS.** A unit member's notification to the YCOE that he/she intends to resign shall remain revocable until such time as the YCOE officially notifies the unit member that his/her resignation is accepted.
- 24.5 COMMITTEE FOR SPECILIZED HEALTH PROCEDURES.** A committee shall be established to deal with issues of specialized health procedures and levels of training. Members of the committee shall be one administrator, one teacher and one nurse. The teacher and the nurse to be selected by YEA.

ARTICLE 25. SAVINGS

25.1 SEVERABILITY AGREEMENT. If any provision of this Agreement or any application thereof to any unit member is held by a court of competent jurisdiction or legislative action to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

ARTICLE 26. SUPPORT OF AGREEMENT

- 26.1 STRIKES PROHIBITED.** It is agreed and understood that there will be no strike, work stoppage, slowdown, or refusal or failure to fully and faithfully perform job functions and responsibilities, or other interference with the operation of the YCOE by the Association, its officers, agents, or members during the term of the Agreement, including compliance with the request of other labor organizations to engage in such activity.
- 26.2 RESPONSE TO VIOLATIONS OF 26.1.** The Association and the YCOE recognize the duty and obligation of its representatives to comply with the provisions of this agreement and to make every effort toward inducing all unit members to do so.
- 26.2.1 It is agreed and understood that any unit member violating this Article may be subject to discipline up to and including termination by the YCOE.
- 26.2.2 It is understood that in the event this Article is violated the YCOE shall be entitled to withdraw any rights, privileges or services provided for in this Agreement or in YCOE policy from any unit member and/or the Association.
- 26.2.3 It is further understood that compliance with this Article does not preclude the right of any unit member to file a grievance.
- 26.2.4 It is understood and agreed that any unit member and/or the Association shall not be bound by the express conditions of this Article in the event the YCOE fails to abide by or implement a final and binding arbitration's award.

ARTICLE 27. TERM OF AGREEMENT

- 27.1 EXPIRATION OF AGREEMENT.** The term of this agreement shall be for three years, from July 1, 2015 through June 30, 2018.
- 27.2 REOPENERS.** During each interim year of this Agreement each party may reopen negotiations on salary, health benefits, and two additional Articles.

ARTICLE 28. PARAEDUCATOR SUPPORT

28.1 PARA-EDUCATORS. YEA and YCOE recognize the importance of cooperation and positive working relationships between teachers and paraeducators in the classroom setting.

28.1 If a new paraeducator is being hired, the unit member with whom the paraeducator will be working will be invited to participate on the interview panel.

28.2 If an existing paraeducator is granted a voluntary transfer or is involuntarily transferred, the unit member shall, upon request, be granted the opportunity to meet with the paraeducator with whom they will be working. The purpose of the meeting will be to discuss classroom procedures and student issues prior to starting work in the classroom. The site administrator shall have the opportunity to attend the meeting.

ARTICLE 29. DISCIPLINE

29.1 GENERAL.

- 29.1.1 A “work day” for the purpose of this Article is defined as any day when the YCOE Office is open.
- 29.1.2 The YCOE may discipline a unit member only for just cause. Discipline shall include warnings, reprimands, or suspensions without pay for up to fifteen (15) working days. Discipline for purposes of this article shall not include dismissal or suspension for more than fifteen (15) work days.
- 29.1.3 This Article shall not restrict the YCOE’s authority to pursue disciplinary action pursuant to the Education Code or reduce any of the statutory rights of probationary or permanent unit members relating to suspension of more than fifteen (15) work days or dismissal. Disciplinary action taken pursuant to the Education Code and/or this Article is not subject to the grievance process set forth in Article 7 of this Agreement except as stated below.
- 29.1.4 Bargaining unit members have the right to Association representation in all matters relating to unit member discipline.
- 29.1.5 The affected unit member may waive any of the review meetings by written notice to the appropriate administrator and/or the formal hearing by failing to file a request for hearing by the deadline.

29.2. PROGRESSIVE DISCIPLINE.

- 29.2.1 The following progressive discipline procedures will be applied except where the YCOE determines the serious nature of the offense requires the YCOE to bypass such steps to directly impose a written warning, written reprimand, or suspension without pay.
- 29.2.2 Verbal Counseling/Warning.
- The YCOE shall first issue a verbal counseling/warning before imposing further discipline, except as stated in Section 29.2.1 above. Verbal counseling/warning may result in a post-conference summary memorandum which shall be placed in the evaluator’s site file.
- 29.2.3 Written Warning.
- The YCOE may issue a written warning only if the unit member has been first given a verbal warning involving similar misconduct pursuant to Section 29.2.2 above, except as stated in Section 29.2.1 above. The written warning shall be placed in the evaluator’s site file.

29.2.4 Written Reprimand.

The YCOE may issue a written reprimand only if the unit member has been first given a verbal warning and written warning involving similar misconduct pursuant to Sections 29.2.2 and 29.2.3 above, except as stated in Section 29.2.1 above. The unit member shall have an opportunity to respond within ten (10) working days before the written reprimand is placed in the unit member's personnel file.

29.2.5 Suspension without Pay.

The YCOE may suspend a unit member without pay for up to fifteen (15) work days if the unit member has been first given a verbal warning, written warning, and written reprimand involving similar misconduct pursuant to Sections 29.2.2, 29.2.3, and 29.2.4 above, except as stated in Section 29.2.1 above. In all instances, however, the length of a suspension will relate to the severity of the action.

29.2.6 Grievability.

Sections 29.2.3 to 29.2.4 shall be grievable only to the extent that the steps of the progressive discipline process were appropriately adhered to.

29.3. NOTICE.

29.3.1 Notice of suspension will be made in writing and served in person or by certified mail upon the unit member by the superintendent or designee. A copy will be concurrently provided to the Association president. The notice of suspension will contain:

29.3.1.1 A statement of the specific acts or omissions upon which the action is based.

29.3.1.2 A statement of the cause(s) for which action is recommended.

29.3.1.3 Where applicable, the Education Code section, policy, rule regulation, or directive violated.

29.3.1.4 Penalty proposed and effective date.

29.3.1.5 Copies of the documentary evidence upon which the recommendation is based.

29.3.1.6 A statement of the unit member's right to challenge the proposed action by requesting a hearing pursuant to Article 29.5.1 below.

29.4 ADMINISTRATIVE LEAVE.

In the event a unit member is placed on administrative leave without advance notice, a notice stating the reasons upon which the administrative leave is based will be sent by the YCOE to the unit member by certified mail addressed to the unit member's last known address, within five (5) work days of the unit member's removal from the position, with a copy concurrently provided to the Association president.

29.5 APPEAL.

- 29.5.1 Only suspensions without pay may be appealed by filing a written appeal to the Superintendent within seven (7) calendar days after service of the written Notice of Suspension. Upon receipt of the appeal, the Superintendent shall contact the California Office of Administrative Hearings to schedule a hearing by an Administrative Law Judge. The appeal shall not be subject to the grievance procedure.
- 29.5.2 If no hearing is requested by the deadline, the Superintendent may implement the Notice of Suspension.

29.6 HEARING PROCEDURE.

The appeal and hearing procedures are:

- 29.6.1 The unit member and the Association shall receive written notice of the hearing date at least ten (10) work days prior to the date of the hearing.
- 29.6.2 The unit member shall have the right to be represented at the hearing by the Association or another representative (who may be an attorney).
- 29.6.3 The Administrative Law Judge shall hold, conduct, and complete the hearing within forty-five (45) calendar days of receipt of the appeal filed by the Superintendent except by mutual agreement of the YCOE and the Association. The hearing shall not be conducted subject to the Administrative Procedures Act (Govt. Code sections 11500, *et seq.*) or technical rules of evidence. Any relevant evidence may be admitted if it is the sort of evidence on which reasonable persons are accustomed to rely in the conduct of serious affairs. Hearsay evidence may be used for the purpose of supplementing or explaining other evidence, but shall not be sufficient alone to support a finding unless it would be admissible over objection in a civil action.
- 29.6.4 The Administrative Law Judge may also consider a claim that immediate imposition of the suspension was not justified.
- 29.6.5 Each party shall have the opportunity to present witnesses and documentary evidence and to cross-examine witnesses presented by the other party. Each party may present closing argument or submit written briefs at the discretion of the Administrative Law Judge.
- 29.6.6 The burden shall be on YCOE to demonstrate that the discipline is based on just cause.
- 29.6.7 The Administrative Law Judge shall issue a proposed written decision which shall include findings of fact, conclusions and a determination of the appropriate penalty. The Superintendent may adopt or reject the proposed decision or remand the matter for further hearing. The Superintendent's decision shall be final and implemented immediately.

29.6.8 The cost of the Administrative Law Judge and court reporter, if any, shall be borne by YCOE. Any additional costs of the Association's or employee's participation shall be borne by the Association, including any costs for a transcript of the proceeding.

29.7 CONFIDENTIALITY.

All information or proceedings regarding any actions or proposed actions pursuant to this Article will be kept confidential by the parties to the extent permitted by law.

ARTICLE 30. CATASTROPHIC LEAVE

30.1 DEFINITIONS

For the purposes of this section the following terms are defined as follows:

- 30.1.1 “Catastrophic illness” or “injury” means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee’s family which incapacity requires the employee to take time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because they have exhausted all of their sick leave and other paid time off.
- 30.1.2 “Eligible leave credits” means sick leave accrued to the donating employee.
- 30.1.3 “Employee’s family” means the employee’s spouse, children, parents, or any relative of either spouse living in the employee’s home.

30.2 CREATION

The Association and the YCOE agree to create a Catastrophic Leave Bank in accordance with Education Code § 44043.5.

The Catastrophic Leave Committee shall be comprised of the Human Resources Director, the Association President or designee and a YCOE administrator.

Participation as a donor is voluntary and confidential. To ensure that unit members retain sufficient accrued sick leave to meet their own needs, unit members donating to the leave bank must maintain a minimum of 49 hours of accumulated sick leave.

Donations of sick leave shall be at a minimum of eight (8) hours and in one hour increments thereafter, not to exceed 24 hours per request. All transfers of eligible leave credits are irrevocable.

30.3 ELIGIBILITY AND USE

A unit member who is, or whose family member is, suffering from a catastrophic illness or injury may request donations of accrued sick leave credits by submitting a request to the Human Resources Director. In making such a request, the unit member or designee of the unit member shall provide verification of the catastrophic injury or illness. Verification shall be made by means of a letter, dated and signed by the sick or injured person’s physician, indicating the incapacitating nature and probable duration of the illness or injury.

Upon determination by the Catastrophic Leave Committee that the unit member’s request for Catastrophic Leave has been approved, the Human Resources Director shall send a notice to the Association President confirming the approval. The Association President shall make a request for donations from the unit members. Unit members may donate accrued sick leave credit to the requesting unit member by submitting the appropriate form to the Human Resources Director.

Leave Bank days may not be used for any mental stress related illness or for coverage of any absences for which the unit member has applied for Workers’ Compensation.

The unit member who is the recipient of the donated leave credits shall use those credits within 12 consecutive months. If donated credits are not used by the employee within 12 consecutive months, the credits shall be placed in a pool that will be available to the next eligible unit member who requests and qualifies for catastrophic leave.

30.4 This section will not be subject to Article 7 Grievance Process.

SIGNATURES

FOR THE SUPERINTENDENT:

Margie Valencia

DATE: 6/7/17

FOR THE ASSOCIATION:

Head M.

DATE: 6/7/17

YOLO COUNTY OFFICE OF EDUCATION CERTIFICATED BARGAINING UNIT

182 Staff Days

2016/17

STEP	<AB+30 CLASS 0	AB+30 CLASS I	AB+45 CLASS II	AB+60 CLASS III	AB+75 CLASS IV
1	44,096	45,418	46,781	48,185	49,629
2	45,418	46,781	48,185	49,629	51,118
3	46,781	48,185	49,629	51,118	52,652
4	48,185	49,629	51,118	52,652	54,231
5	49,629	51,118	52,652	54,231	55,860
6	51,118	52,652	54,231	55,860	57,534
7	52,652	54,231	55,860	57,534	59,261
8	54,231	55,860	57,534	59,261	61,039
9	55,860	57,534	59,261	61,039	62,870
10	57,534	59,261	61,039	62,870	64,756
11	59,261	61,039	62,870	64,756	66,698
12	61,039	62,870	64,756	66,698	68,699
13	62,870	64,756	66,698	68,699	70,761
14	64,756	66,698	68,699	70,761	72,883
16			70,761	72,883	75,069
18			72,883	75,069	77,322
20			75,069	77,322	79,641
22					82,031
24					84,492

ADDITIONAL COMPENSATION INFORMATION

MA/MS STIPEND: \$1,000

Ph.D./ Ed.D. STIPEND: MA/MS STIPEND PLUS \$1,000

STAFF COORDINATOR: \$3,053 PER SCHOOL YEAR

IRS SECTION 125 TAX DEDUCTION FOR HEALTH BENEFITS

Reflects 1.5% over 2015-16

5/8/2017

Appendix A

**YOLO COUNTY OFFICE OF EDUCATION
CERTIFICATED BARGAINING UNIT
NON-CREDENTIALLED**

182 Staff Days

2016/17

STEP	<AB+30 CLASS 0	AB+30 CLASS I	AB+45 CLASS II	AB+60 CLASS III	AB+75 CLASS IV
1	42,816	42,817	43,231	43,440	44,623
2	42,817	42,818	43,233	44,411	46,484
3	42,818	42,819	44,200	46,265	48,343
4	42,819	43,776	46,042	48,114	50,203
5	43,776	45,601	47,886	49,966	52,062
6	45,601	47,425	49,726	51,816	53,921
7	47,425	49,250	51,566	53,664	57,392
8	49,250	51,073	53,408	55,609	59,206
9	51,073	52,898	55,342	57,366	61,116
10	52,898	54,812	57,094	59,217	63,023
11	54,812	56,546	58,936	63,023	64,935
12	56,846	58,372	60,774	64,935	66,847
13	58,372	60,192	62,616	66,847	68,755
14	60,192	62,019	64,461	68,755	70,664
16			68,755	70,664	72,576
18			70,664	72,576	74,484
20			72,576	74,484	76,433
22					78,419
24					80,461

ADDITIONAL COMPENSATION INFORMATION

MA/MS STIPEND: \$1,000

Ph.D./ Ed.D. STIPEND: MA/MS STIPEND PLUS \$1,000

IRS SECTION 125 TAX DEDUCTION FOR HEALTH BENEFITS

Reflects 1.5% over 2015-16

6/13/2016

Appendix A1

**YOLO COUNTY OFFICE OF EDUCATION
PSYCHOLOGISTS ONLY**

192 Staff Days

2016/17

STEP	<AB+30 CLASS 0	AB+30 CLASS I	AB+45 CLASS II	AB+60 CLASS III	AB+75 CLASS IV
1	59,380	59,381	59,383	59,385	60,711
2	59,381	59,383	59,385	60,711	63,241
3	59,383	59,385	60,711	63,241	65,773
4	59,385	60,711	63,214	65,773	68,302
5	60,711	63,241	65,773	68,302	70,830
6	63,241	65,773	68,302	70,830	73,357
7	65,773	68,302	70,830	73,357	76,018
8	68,302	70,830	73,357	76,018	78,421
9	70,830	73,357	76,018	78,421	80,951
10	73,357	76,018	78,421	80,951	83,477
11	76,018	78,421	80,951	83,477	86,009
12	78,421	80,951	83,477	86,009	88,541
13	80,951	83,477	86,009	88,541	91,069
14	83,477	86,009	88,541	91,069	93,600
16			91,069	93,600	96,129
18			93,600	96,129	98,659
20			96,129	98,659	101,240
22					103,869
24					106,576

ADDITIONAL COMPENSATION INFORMATION

MA/MS STIPEND: \$1,000

Ph.D./ Ed.D. STIPEND: MA/MS STIPEND PLUS \$1,000

IRS SECTION 125 TAX DEDUCTION FOR HEALTH BENEFITS

Reflects 1.5% over 2015-16

5/8/2017

Appendix B

YOLO COUNTY OFFICE OF EDUCATION

Nurses ONLY

192 Work Days

2016/17

STEP	<AB+30 CLASS 0	AB+30 CLASS I	AB+45 CLASS II	AB+60 CLASS III	AB+75 CLASS IV
1	54,539	54,541	54,542	54,543	55,761
2	54,541	54,542	54,543	55,761	58,087
3	54,542	54,543	55,761	58,087	60,413
4	54,543	55,761	58,087	60,413	62,738
5	55,761	58,087	60,413	62,738	65,058
6	58,087	60,413	62,738	65,058	67,379
7	60,413	62,738	65,058	67,379	69,822
8	62,738	65,058	67,379	69,822	72,031
9	65,058	67,379	69,822	72,031	74,354
10	67,379	69,822	72,031	74,354	76,675
11	69,822	72,031	74,354	76,675	78,999
12	72,031	74,354	76,675	78,999	81,324
13	74,354	76,675	78,999	81,324	83,647
14	76,675	78,999	81,324	83,647	85,970
16			83,647	85,970	88,296
18			85,970	88,296	90,616
20			88,296	90,616	92,985
22					95,403
24					97,887

ADDITIONAL COMPENSATION INFORMATION

MA/MS STIPEND: \$1,000

Ph.D./ Ed.D. STIPEND: MA/MS STIPEND PLUS \$1,000

IRS SECTION 125 TAX DEDUCTION FOR HEALTH BENEFITS

6/14/2016

Appendix C

YOLO COUNTY OFFICE OF EDUCATION SPEECH & LANGUAGE SPECIALISTS ONLY

192 Staff Days

2016/17

STEP	<AB+30 CLASS 0	AB+30 CLASS I	AB+45 CLASS II	AB+60 CLASS III	AB+75 CLASS IV
1	52,915	54,501	56,138	57,823	59,555
2	54,501	56,138	57,823	59,555	61,343
3	56,138	57,823	59,555	61,343	63,183
4	57,823	59,555	61,343	63,183	65,078
5	59,555	61,343	63,183	65,078	67,032
6	61,343	63,183	65,078	67,032	69,041
7	63,183	65,078	67,032	69,041	71,113
8	65,078	67,032	69,041	71,113	73,246
9	67,032	69,041	71,113	73,246	75,444
10	69,041	71,113	73,246	75,444	77,707
11	71,113	73,246	75,444	77,707	80,037
12	73,246	75,444	77,707	80,037	82,439
13	75,444	77,707	80,037	82,439	84,913
14	77,707	80,037	82,439	84,913	87,460
16			84,913	87,460	90,083
18			87,460	90,083	92,786
20			90,083	92,786	95,569
22					98,438
24					101,390

ADDITIONAL COMPENSATION INFORMATION

MA/MS STIPEND: \$1,000

Ph.D./ Ed.D. STIPEND: MA/MS STIPEND PLUS \$1,000

STAFF COORDINATOR: \$3,053 PER SCHOOL YEAR

IRS SECTION 125 TAX DEDUCTION FOR HEALTH BENEFITS

*Paid based on 192 work days at an index of 1.2 of the Certificated Salary Schedule (Effective 7/1/15).

Reflects 1.5% over 2015-16

5/8/2017

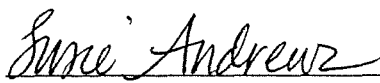
Appendix D

MEMORANDUM OF UNDERSTANDING
Between
YOLO COUNTY SUPERINTENDENT OF SCHOOLS
and the
YOLO EDUCATION ASSOCIATION

Regarding: Hiring Bonus

The Yolo County Superintendent of Schools (County Superintendent) and the Yolo Education Association (Association) recognize that, due to current labor market conditions, it is difficult for the County Superintendent to recruit and hire employees in certain positions within the bargaining unit. Therefore, the County Superintendent and the Association agree as follows:


1. Current hard-to-fill positions are identified as Speech Therapists and School Psychologists.
2. The County Superintendent shall pay a one-time hiring bonus of \$5,000 to each full-time Speech Therapist and School Psychologist hired after the date of the signing of this MOU.
3. Hiring bonus payments will be prorated based on FTE, not to exceed 1.0 FTE, and percentage of year served. The hiring bonus shall be made in payments by mutual agreement between the employee and the County Superintendent.
4. Certificated staff receiving hiring bonuses and who are re-elected, shall not be eligible to transfer out of the job classification without County Superintendent approval for three years.
5. Depending on possible future changes in labor market conditions, the County Superintendent may eliminate any of the job classifications identified in this MOU from hiring bonus eligibility, upon thirty (30) days advance notice to the Association.



Susie Andrews, Director
Human Resources
Yolo County Office of Education

7/30/07

Date



Robin Bent, Co-President
Yolo Education Association

7/30/07

Date

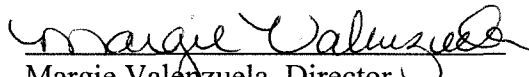
MEMORANDUM OF UNDERSTANDING
Between
YOLO COUNTY SUPERINTENDENT OF SCHOOLS
and the
YOLO EDUCATION ASSOCIATION

Extra Assignment Compensation for 2015-16 School Year

The Yolo County Superintendent of Schools (County Superintendent) and the Yolo Education Association (Association) recognize that, due to a shortage of certificated staff, it is difficult for the County Superintendent to recruit and hire employees in certain positions within the bargaining unit. Therefore, the County Superintendent and the Association agree as follows:

- For the 2015-16 school year, members who have accepted additional responsibilities beyond their original assignments shall be compensated at their per diem rate for all duties related to the extra assignment based on their documentation as approved by their supervisor.


This agreement will not be deemed to be precedent setting in any manner.



Margie Valenzuela, Director
Human Resources
Yolo County Office of Education

3/14/16

Date



Heather Williams, President
Yolo Education Association

3/14/16

Date

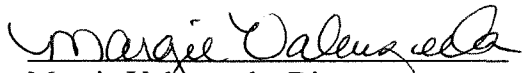
MEMORANDUM OF UNDERSTANDING
Between
YOLO COUNTY SUPERINTENDENT OF SCHOOLS
and the
YOLO EDUCATION ASSOCIATION

Extra Assignment Compensation for 2016-17 and 2017-18 School Years

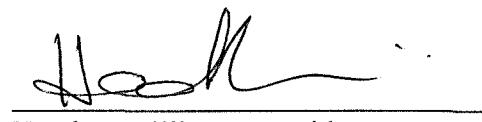
The Yolo County Superintendent of Schools (County Superintendent) and the Yolo Education Association (Association) recognize that, due to a shortage of certificated staff, it is difficult for the County Superintendent to recruit and hire employees in certain positions within the bargaining unit. Therefore, the County Superintendent and the Association agree as follows:

- Members will work with their supervisor to create a plan that identifies priority needs and a manageable caseload within the contracted workday. Members will be compensated at their per diem rate for additional hours for all duties beyond their FTE assignment.
- Beginning April 1, 2016, and through the 2017-18 school year an agreed upon template will be used to document all activities, including those beyond the original assignment.
- Discussions regarding caseloads will be an automatic re-opener in 2018-19.

This agreement will not be deemed to be precedent setting in any manner.



Margie Valenzuela, Director
Human Resources
Yolo County Office of Education



Heather Williams, President
Yolo Education Association

3/14/16

Date

3/14/16

Date

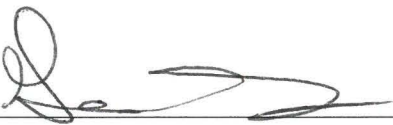
Cash Flow

	Object	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	Accruals	TOTAL
A. BEGINNING CASH	9110	-	30,461	25,723	42,981	23,468	51,219	78,010	42,038	79,977	97,175	113,099	139,362	110,585	-
B. RECEIPTS															
Revenue Limit:															
Property Tax	8020-8079														-
State Aid	8010-8019	27,559	27,559	49,606	49,606	49,606	49,606	49,606	49,606	49,606	49,606	49,606	49,606		551,174
Other	8080-8099				9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	29,813		106,475
Federal Revenues	8100-8299														-
Other State Revenues	8300-8599					1,660								7,314	8,974
Other Local Revenues	8600-8799	40,000			20,000				20,000			10,000	(40,000)		50,000
Interfund Transfers In	8910-8929														-
All Other Financing Sources	8931-8979														-
TOTAL RECEIPTS		67,559	27,559	49,606	79,188	60,848	59,188	59,188	79,188	59,188	59,188	69,188	39,419	7,314	716,623
C. DISBURSEMENTS															
Certificated Salary	1000-1999	20,963	20,963	20,963	20,963	20,963	20,963	20,963	20,963	20,963	20,963	20,963	20,963		251,557
Classified Salary	2000-2999	3,759	3,759	3,759	3,759	3,759	3,759	3,759	3,759	3,759	3,759	3,759	3,759		45,102
Employee Benefits	3000-3999	7,376	7,376	7,376	7,376	7,376	7,376	7,376	7,376	7,376	7,376	7,376	7,376		88,509
Supplies	4000-4999	5,000	200	250	250	1,000	300	250	800	250	300	300	300		9,200
Services	5000-5999				66,354			62,814	8,352	9,643	10,867	10,528	35,798		204,356
Capital Outlays	6000-6999														-
Other Outgo	7000-7399														-
Interfund Transfers Out	7600-7629														-
All Other Financing Uses	7630-7699														-
TOTAL DISBURSEMENTS		37,097	32,297	32,347	98,701	33,097	32,397	95,161	41,249	41,990	43,264	42,925	68,195	-	598,724
D. PRIOR YEAR TRANSACTIONS															
Receivables	9200-9299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Liabilities (including Def Rev)	9500-9630	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PRIOR YEAR TRANSACTIONS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. NET CASH FLOW		30,461	(4,739)	17,258	(19,513)	27,751	26,791	(35,973)	37,939	17,198	15,924	26,263	(28,777)	7,314	117,899
F. ENDING CASH		30,461	25,723	42,981	23,468	51,219	78,010	42,038	79,977	97,175	113,099	139,362	110,585	117,899	117,899

PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL



We the undersigned believe that the submitted charter merits consideration and hereby petition the Yolo County Board of Education to grant approval of the charter pursuant to Education Code 47605 to enable the creation of the Yolo County Career Academy. The Yolo County Career Academy agrees to operate the school pursuant to the terms of the Charter Schools Act of 1992 and the provisions of the school's charter. The petitioners listed below certify that they are credentialed administrators and teachers who are meaningfully interested in teaching at the school.

By the Lead Petitioner:

Garth Lewis		11/7/17
Name (please print)	Signature	Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Yolo County Board of Education of the Yolo County Career Academy.


Bruce Lewis		11/7/17
Ismael Hernandez		11/7/17

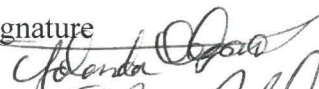
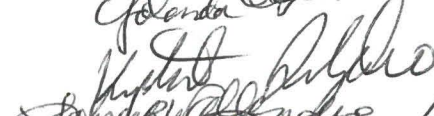


Richard Gilman		11/08/17
Manolo A. Jauregui-Ravelero		11/07/17
Name (please print)	Signature	Date

Maria Chairez		11/8/17
Name (please print)	Signature	Date

Nathan Samson		11/8/17
Name (please print)	Signature	Date

MONICA ALVES ROBLES		11/8/17
Name (please print)	Signature	Date

Davina Huerta		11/8/17
Name (please print)	Signature	Date

Yolanda Delgado		11-8-17
Krystal Delgado		11/8/17
Lobree Wallender		11/08/17
Morgan Lynch		11/8/17
Name (please print)	Signature	Date

Tommy F. Hobbs

Tommy F. Hobbs

8 NOV 17

Deborah Bruns

Deborah Bruns

8 NOV 17

Ellie Enrriquez

Ellie Enrriquez

11/8/17

Stanley Thomas

Stanley Thomas

11/8/17

Lupe Barajas

Lupe Barajas

11/8/17

November 5, 2017

Yolo County Board of Education
Yolo County Office of Education
1280 Santa Anita Court, Suite 100
Woodland, CA 95776

Dear Yolo County Board of Education:

As the Dean of Career Technical Education and Workforce Development for the Woodland Community College, I am very excited about the YCCA Petition. I strongly believe that career technical education training is needed in our community and I am writing this letter to express our support and commitment to collaboration with YCCA.

I have been involved in the planning of the YCCA charter petition and will continue to work as a partner for the YCCA team and students. Workforce development is a focus area for Woodland Community College and I will be working with YCCA staff to develop the bridge and transitions to postsecondary opportunities. Alignment with CTE programs and leveraging resources continues to be our priority.

We strongly believe that the unique model of career technical training, academic curriculum, and completing hands-on projects with real industry partners while mastering soft skills will invite disengaged youth back into education and give them a renewed opportunity for success. We believe that this will in turn make our local workforce stronger, support a robust economy, and contribute to a high quality of life for all in Yolo County.

I strongly support the YCCA charter petition being submitted to the YCOE Board of Education. I believe that we have a demonstrated need for YCCA in our community and will work to support the students and staff of YCCA to achieve greatness. Please contact me if you would like to discuss the Woodland Community College's support of this charter petition.

Sincerely,



Ioanna Iatridis
Dean, Career Technical Education and Workforce Development
Woodland Community College



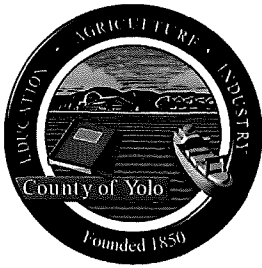
Yuba College
2088 North Beale Road
Marysville, CA 95901
Phone: 530-741-6700
www.yc.yccd.edu



Yuba Community College District 425
Plumas Blvd., Suite 200 Yuba City, CA
95991 www.yccd.edu



Woodland Community College 2300 East
Gibson Road Woodland, CA 95776
Phone: 530-661-5700
www.wcc.yccd.edu



County of Yolo

PROBATION DEPARTMENT

PROBATION OFFICES
2780 East Gibson Road
Woodland CA 95776
(530) 406-5320
FAX (530) 661-1211

JUVENILE DETENTION
2880 East Gibson Road
Woodland CA 95776
(530) 406-5300
FAX (530) 669-5802

Email: probation@yolocounty.org



Brent Cardall
Chief Probation
Officer

Community Corrections

December 4, 2017

Yolo County Board of Education
Yolo County Office of Education
1280 Santa Anita Court, Suite 100
Woodland, CA 95695

Dear Yolo County Board of Education:

The Yolo County Probation Department enthusiastically supports the approval of the Yolo County Career Academy (YCCA) charter school application. This educational program will provide greater educational support for underserved student populations working toward a high school diploma. The approval of the Yolo County Career Academy charter application will serve this community by improving educational equity in the county, providing access to high-quality education for youth marginalized from traditional school settings.

The Yolo County Career Academy program is based on a model of blended learning though both in-class and online educational services, with a strong hands-on focus toward Career Technical Education. The charter provides innovative ways to meet the needs of students facing challenges as pregnant and parenting teens, youth who are homeless or formerly homeless and minors involved in the child welfare, foster care, and juvenile justice systems. YCCA will help meet education needs by recognizing these significant challenges with educational support and flexibility, while also offering opportunities to engage in relevant career training. This program will improve the likelihood students will succeed in their educational goals as they transition toward success in employment and later stages of life.

The Yolo County Probation Department supports approval for the Yolo County Career Academy charter application that will increase educational and vocational opportunities and outcomes for our challenged and underserved youth.

Sincerely,

Brent Cardall,
Chief Probation Officer



WOODLAND CHAMBER OF COMMERCE

"WORKING FOR YOU!"

November 27, 2018

Yolo County Board of Education
Yolo County Office of Education
1280 Santa Anita Court, Suite 100
Woodland, CA 95695

Dear Yolo County Board of Education:

I am writing this letter again in support of Yolo County Career Academy (YCCA) charter petition. I also write this letter to express our appreciation for and the importance of the collaborative partnership with the Woodland Chamber of Commerce as we strive to promote relevant workforce development efforts within our community. A strong workforce is needed for a strong local economy. Our youth need a high school diploma and "soft skills" training so they are prepared to succeed as they enter the workforce.

We strongly believe that the unique model of career technical training, academic curriculum, and completing hands-on projects with real industry partners while mastering soft skills will invite disengaged youth back into education and give them a renewed opportunity for success. We also feel that this will in turn make our local workforce stronger, support a robust economy, and contribute to a high quality of life for all in Yolo County.

I wholeheartedly support the charter petition submitted to the YCOE Board of Education. They have proven they are willing to work diligently to support the students and the staff. Please contact me if you would like to discuss the Woodland Chamber of Commerce's support of this charter petition.

Sincerely,



Kristy Wright
Chief Executive Officer



November 22, 2017

Yolo County Board of Education
Yolo County Office of Education
1280 Santa Anita Court, Suite 100
Woodland, CA 95776

Dear Yolo County Board of Education:

I am writing this letter in support of the Yolo County Career Academy (YCCA) charter petition which has been proposed by the YCCA team. In writing this letter I fully attest that team has been a solid collaborative partner with my agency as we strive to provide services, support and opportunities to Yolo County's youth ages 16-24 who are unemployed, underemployed and at-risk of not earning a high school diploma, including those classified as dropouts. Their dedication to develop the YCCA reflects their shared commitment to serving this often overlooked student population. The development of YCCA is greatly needed in our community and will assist us in we continue to work with and serve the 16-24 workforce innovation and opportunities act population.

The Workforce Innovation Board is partnering with YCCA in the planning and formation of petition and implantation of the charter school. We are excited to work together to ensure students receive the instructions, skills, wrap-around services, and work opportunities to be successful. YCCA's commitment to providing Career Technical Education, work-based learning, soft skills training, and a flexible schedule to earn credits will fill an important gap in educational opportunities in our community. YCCA has been thoughtfully planned and its unique approach and success it's vital to serving the needs of youth and young adults who do not have a high school diploma.

The Workforce Innovation Board and Yolo County Health and Human Services Agency have partnered with the community for many years to leverage services and provide funding for employment opportunities for youth. This includes working together on WIOA funded-initiatives. Our partnership has allowed us to provide important opportunities that enhance the competitiveness of the local workforce and support economic vitality in our region. I am confident that YCCA, in collaboration with the Workforce Investment Board, Yolo County Health and Human Services Agency, and other community partners will increase the collective impact of our efforts for the students who most need them and will benefit more dramatically from this unique and vital opportunity. I wholeheartedly support the charter petition to establish the Yolo County Career Academy in our community. Please feel free to contact me by phone or email if you would like me to expand on my comments.

Sincerely,

Elaine Lytle, Manager II
Executive Director, Workforce Investment Board
(916) 375-6157
elaine.lytle@yolocounty.org

Letter Head

November 20, 2017

Dear Superintendent,

I am writing to share that we will be presenting a countywide independent charter petition at the December meeting of the Yolo County Office of Education Board of Education. As was discussed at the Superintendent's Council meeting on . . . , the Yolo County Office of Education has developed a petition to open a charter school that will focus on providing career technical education and high school equivalency, including diploma or HiSet options to students 16-24 years of age.

We believe that approval of the proposed Yola County Career Academy will provide access to quality educational and job readiness programs for youth in Yolo County. Out outcomes include completion of industry certification, completion of a high school equivalency program, successful transition to community college, and successful transition to family-sustaining employment.

The petition will be presented to the Yolo County Board of education at a regularly scheduled Board meeting on December 12, 2017, scheduled to begin at 3:30 PM. The Board is likely to take a vote that afternoon. We anticipate opening the charter school in August of 2018, and anticipate enrollment of 50 students. The following table identifies the dates, locations, and anticipated enrollment for the 2017-2018.

Operational After	Location	2017-2018 Anticipated Enrollment
August 1, 2017	1280 Santa Anita Court, Woodland, CA	30 Students
August 1, 2017	YCCP, 255 W Beamer Street, Woodland, CA	17 Students
August 1, 2017	Day Reporting Center, 140 Tony Diaz Drive	3 Students
August 1, 2018	Monroe Detention Center	0

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Davis Joint Unified School District
526 B Street
Davis, CA 95616

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X  Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery
H-2-17

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Winters Joint Unified School District
909 W Grant Ave
Winters, CA 95694

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X  Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery
DENISE DRAPER 12/4/17

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7008 1830 0004 3455 1704

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

2. Article Number (Transfer from service label) 7008 1830 0004 3455 2411

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

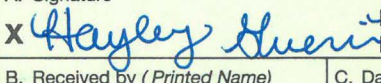
SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Washington Unified School District
930 Westacre Road
West Sacramento, CA 95691

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X  Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery
Hayley Guerin 12/04

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Woodland Unified School District
435 6th Street
Woodland, CA 95695

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X  Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery
Crystal Pelayo 12/4/17

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7008 1830 0004 3455 1728

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

2. Article Number (Transfer from service label) 7008 1830 0004 3455 1711

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

**YOLO COUNTY BOARD OF EDUCATION
1280 SANTA ANITA COURT, SUITE #100
WOODLAND, CA 95776-6127
530-668-6700**

NOTICE OF PUBLIC HEARINGS

PURPOSE: Per Education Code § 47605 (j), a public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Career Academy Charter School petition.

DATE: Tuesday, December 12, 2017

TIME: 3:30 pm [approx..]

LOCATION: Yolo County Office of Education Conference Center
1280 Santa Anita Court, Suite #120
Woodland, California 95776


PURPOSE: A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Initial Proposal to the Yolo County Superintendent of Schools from the California School Employees Association (CSEA), Chapter #639, for 2017-18.

DATE: Tuesday, December 12, 2017

TIME: 3:31 pm [approx..]

LOCATION: Yolo County Office of Education Conference Center
1280 Santa Anita Court, Suite #120
Woodland, California 95776

Posted this 29th day of November, 2017



Jesse Ortiz, Ed.D.
Yolo County Superintendent of Schools

The team will emphasize strategies to be used in the home and at school, the two areas of greatest impact on the student's life. The SST process may lead to additional interventions, a 504 plan and/or an Individual Education Plan (IEP)

After School Support – An after school program may offer additional support and resources for mathematics and English language arts. In addition, the charter school may offer after school sports, math, and spelling competitions as well as drama, theatre, or music performance opportunities. Students may have the opportunity to receive academic help on a daily basis, participate in enrichment opportunities, or participate in sports. EPIC will actively pursue other community-based services for after school enrichment programs such as; 21st Century Community Learning Centers Grant, and the After School Education and Safety (ASES) Grant.

PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL (ALL YEARS OF OPERATION)

EPIC will extend opportunities for students who are working above grade level. For students working above grade level in mathematics and/or English Language Arts, extension activities will be offered during Universal Access time in each classroom. These differentiation opportunities allow for all students to work at their highest level. EPIC plans to host co-curricular and extra-curricular activities such as Literacy night, talent show, career night, etc.. Academic and character assemblies will be held to honor and reward achievement. In addition, the after school program will allow students achieving beyond grade level opportunity to engage in challenging academic and enrichment activities. Computer adapted learning tools such as SuccessMaker will be utilized to create academic challenge in ELA and math.

PLAN FOR STUDENTS WITH DISABILITIES

Overview

EPIC shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

EPIC shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

EPIC shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

EPIC shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by EPIC shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

EPIC recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of EPIC. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by EPIC.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by EPIC's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

*The following description regarding how special education and related services will be provided and funded is being proposed by EPIC for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of EPIC and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize EPIC's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and EPIC as agreed upon in a MOU:***

EPIC intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). EPIC shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, EPIC reserves the right to make written verifiable assurances that EPIC shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, EPIC seeks services from the District for special education students enrolled in EPIC in the same manner as is provided to students in other District schools. EPIC will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. EPIC will comply with District protocol as to the delineation of duties between the District central office and the local school

site in providing special education instruction and related services to identified pupils. An annual meeting between EPIC and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that EPIC and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as EPIC functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and EPIC, which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of EPIC.

The District shall be designated the Local Educational Agency (“LEA”) serving EPIC students. Accordingly, EPIC shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). EPIC agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

EPIC acknowledges the importance of cooperating with the District so that the District can provide special education services to EPIC students. EPIC agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to EPIC students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. EPIC believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at EPIC will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. EPIC staff shall participate in all mandatory District in-service training relating to special education.

It is EPIC’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs EPIC that current District practice is for the individual school sites to hire site special education staff or the District and EPIC agree that EPIC must hire on-site special education staff. In that instance, EPIC shall ensure that all special education staff hired by EPIC is qualified pursuant to District and SEPLA policies, as well as meet all legal

November 30, 2017

Dear Superintendent Cutler,

I am writing to share that we will be presenting an independent charter petition for a charter school that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services at the December meeting of the Yolo County Office of Education Board of Education. As was discussed at the April Superintendent’s Council meeting and October P-20 Collaborative, the Yolo County Office of Education has developed a petition to open a charter school that will focus on providing career technical education and high school equivalency, including diploma or HiSet options to students 16-24 years of age in collaboration with the Yolo County Workforce Investment Board, industry and educational partners.

We believe that approval of the proposed Yolo County Career Academy will provide access to quality educational and job readiness programs for youth in Yolo County. Our outcomes include completion of industry certification, completion of a high school equivalency program, successful transition to community college, and successful transition to family-sustaining employment.

The petition will be presented to the Yolo County Board of education at a regularly scheduled Board meeting on December 12, 2017, scheduled to begin at 3:30 PM. The Board is likely to take a vote that afternoon. We anticipate opening the charter school in August of 2018, and anticipate enrollment of 50 students. The following table identifies the dates, locations, and anticipated enrollment for the 2017 – 2018 school year.

Operational After	Location	2017-2018 Anticipated Enrollment
August 1, 2017	1280 Santa Anita Court, Woodland, CA	30 Students
August 1, 2017	YCCP, 255 W Beamer Street, Woodland, CA	17 Students
August 1, 2017	Day Reporting Center, 140 Tony Diaz Drive	3 Students
August 1, 2018	Monroe Detention Center	0

Please contact me if you need further information at garth.lewis@ycoe.org.

Sincerely,



Garth Lewis
 Assistant Superintendent Instructional Services and Equity
 Yolo County Office of Education

November 30, 2017

Dear Superintendent Ochoa,

I am writing to share that we will be presenting an independent charter petition for a charter school that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services at the December meeting of the Yolo County Office of Education Board of Education. As was discussed at the April Superintendent’s Council meeting and October P-20 Collaborative, the Yolo County Office of Education has developed a petition to open a charter school that will focus on providing career technical education and high school equivalency, including diploma or HiSet options to students 16-24 years of age in collaboration with the Yolo County Workforce Investment Board, industry and educational partners.

We believe that approval of the proposed Yolo County Career Academy will provide access to quality educational and job readiness programs for youth in Yolo County. Our outcomes include completion of industry certification, completion of a high school equivalency program, successful transition to community college, and successful transition to family-sustaining employment.

The petition will be presented to the Yolo County Board of education at a regularly scheduled Board meeting on December 12, 2017, scheduled to begin at 3:30 PM. The Board is likely to take a vote that afternoon. We anticipate opening the charter school in August of 2018, and anticipate enrollment of 50 students. The following table identifies the dates, locations, and anticipated enrollment for the 2017 – 2018 school year.

Operational After	Location	2017-2018 Anticipated Enrollment
August 1, 2017	1280 Santa Anita Court, Woodland, CA	30 Students
August 1, 2017	YCCP, 255 W Beamer Street, Woodland, CA	17 Students
August 1, 2017	Day Reporting Center, 140 Tony Diaz Drive	3 Students
August 1, 2018	Monroe Detention Center	0

Please contact me if you need further information at garth.lewis@ycoe.org.

Sincerely,



Garth Lewis
 Assistant Superintendent Instructional Services and Equity
 Yolo County Office of Education

November 30, 2017

Dear Superintendent Pritchard,

I am writing to share that we will be presenting an independent charter petition for a charter school that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services at the December meeting of the Yolo County Office of Education Board of Education. As was discussed at the April Superintendent’s Council meeting and October P-20 Collaborative, the Yolo County Office of Education has developed a petition to open a charter school that will focus on providing career technical education and high school equivalency, including diploma or HiSet options to students 16-24 years of age in collaboration with the Yolo County Workforce Investment Board, industry and educational partners.

We believe that approval of the proposed Yolo County Career Academy will provide access to quality educational and job readiness programs for youth in Yolo County. Our outcomes include completion of industry certification, completion of a high school equivalency program, successful transition to community college, and successful transition to family-sustaining employment.

The petition will be presented to the Yolo County Board of education at a regularly scheduled Board meeting on December 12, 2017, scheduled to begin at 3:30 PM. The Board is likely to take a vote that afternoon. We anticipate opening the charter school in August of 2018, and anticipate enrollment of 50 students. The following table identifies the dates, locations, and anticipated enrollment for the 2017 – 2018 school year.

Operational After	Location	2017-2018 Anticipated Enrollment
August 1, 2017	1280 Santa Anita Court, Woodland, CA	30 Students
August 1, 2017	YCCP, 255 W Beamer Street, Woodland, CA	17 Students
August 1, 2017	Day Reporting Center, 140 Tony Diaz Drive	3 Students
August 1, 2018	Monroe Detention Center	0

Please contact me if you need further information at garth.lewis@ycoe.org.

Sincerely,



Garth Lewis

Assistant Superintendent Instructional Services and Equity
 Yolo County Office of Education

November 30, 2017

Dear Superintendent Luna,

I am writing to share that we will be presenting an independent charter petition for a charter school that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services at the December meeting of the Yolo County Office of Education Board of Education. As was discussed at the April Superintendent's Council meeting and October P-20 Collaborative, the Yolo County Office of Education has developed a petition to open a charter school that will focus on providing career technical education and high school equivalency, including diploma or HiSet options to students 16-24 years of age in collaboration with the Yolo County Workforce Investment Board, industry and educational partners.

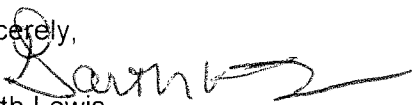
We believe that approval of the proposed Yolo County Career Academy will provide access to quality educational and job readiness programs for youth in Yolo County. Our outcomes include completion of industry certification, completion of a high school equivalency program, successful transition to community college, and successful transition to family-sustaining employment.

The petition will be presented to the Yolo County Board of education at a regularly scheduled Board meeting on December 12, 2017, scheduled to begin at 3:30 PM. The Board is likely to take a vote that afternoon. We anticipate opening the charter school in August of 2018, and anticipate enrollment of 50 students. The following table identifies the dates, locations, and anticipated enrollment for the 2017 – 2018 school year.

Operational After	Location	2017-2018 Anticipated Enrollment
August 1, 2017	1280 Santa Anita Court, Woodland, CA	30 Students
August 1, 2017	YCCP, 255 W Beamer Street, Woodland, CA	17 Students
August 1, 2017	Day Reporting Center, 140 Tony Diaz Drive	3 Students
August 1, 2018	Monroe Detention Center	0

Please contact me if you need further information at garth.lewis@ycoe.org.

Sincerely,



Garth Lewis

Assistant Superintendent Instructional Services and Equity
 Yolo County Office of Education

November 30, 2017

Dear Superintendent Bowes,

I am writing to share that we will be presenting an independent charter petition for a charter school that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services at the December meeting of the Yolo County Office of Education Board of Education. As was discussed at the April Superintendent’s Council meeting and October P-20 Collaborative, the Yolo County Office of Education has developed a petition to open a charter school that will focus on providing career technical education and high school equivalency, including diploma or HiSet options to students 16-24 years of age in collaboration with the Yolo County Workforce Investment Board, industry and educational partners.

We believe that approval of the proposed Yolo County Career Academy will provide access to quality educational and job readiness programs for youth in Yolo County. Our outcomes include completion of industry certification, completion of a high school equivalency program, successful transition to community college, and successful transition to family-sustaining employment.

The petition will be presented to the Yolo County Board of education at a regularly scheduled Board meeting on December 12, 2017, scheduled to begin at 3:30 PM. The Board is likely to take a vote that afternoon. We anticipate opening the charter school in August of 2018, and anticipate enrollment of 50 students. The following table identifies the dates, locations, and anticipated enrollment for the 2017 – 2018 school year.

Operational After	Location	2017-2018 Anticipated Enrollment
August 1, 2017	1280 Santa Anita Court, Woodland, CA	30 Students
August 1, 2017	YCCP, 255 W Beamer Street, Woodland, CA	17 Students
August 1, 2017	Day Reporting Center, 140 Tony Diaz Drive	3 Students
August 1, 2018	Monroe Detention Center	0

Please contact me if you need further information at garth.lewis@ycoe.org.

Sincerely,



Garth Lewis

Assistant Superintendent Instructional Services and Equity
 Yolo County Office of Education

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

SUBJECT: Yolo County Office of Education 2017-18 First Interim Report	AGENDA ITEM #: 4.5
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: Crissy Huey
<u>BACKGROUND:</u>	DATE: December 12, 2017

The 2017-18 First Interim Report includes information regarding YCOE's First Interim intra-budget authorization/financial projections.

RECOMMENDATION/COMMENTS: For information.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards pursuant to Education Code sections 33129 and 42130.

Signed: _____ Date: _____
County Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the County Board of Education.

To the State Superintendent of Public Instruction:

This interim report and certification of financial condition are hereby filed by the County Board of Education pursuant to Education Code sections 1240 and 33127.

Meeting Date: December 12, 2017 Signed: _____
County Superintendent of Schools

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office will not meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Crissy Huey Telephone: 530-668-3728
Title: Director Business Services E-mail: crissy.huey@ycoe.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected ADA for County Operations Grant or county operated programs has not changed for any of the current or two subsequent fiscal years by more than two percent since budget adoption.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	Salaries and Benefits	Projected total salaries and benefits for any of the current or two subsequent fiscal years has not changed by more than five percent since budget adoption.	X	
4a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
4b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
5	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	n/a	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
7a	Fund Balance	Projected county school service fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
7b	Cash Balance	Projected county school service fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2016-17) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the county office operate any self-insurance programs (e.g., workers' compensation)?		X
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	X	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)		X
		• Classified? (Section S8B, Line 1b)		X
		• Management/supervisor/confidential? (Section S8C, Line 1b)	n/a	
S9	Status of Other Funds	Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	County Operations Grant ADA	Is County Operations Grant ADA decreasing in both the prior and current fiscal year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county office boundaries that are impacting the county office's ADA, either in the prior or current fiscal years?	X	
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	4,795,204.00	4,795,204.00	831,829.00	4,836,094.00	40,890.00	0.9%
2) Federal Revenue		8100-8299	0.00	0.00	32,819.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	82,320.00	82,320.00	610.44	82,320.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,046,586.00	1,046,586.00	83,968.54	1,138,905.95	92,319.95	8.8%
5) TOTAL, REVENUES			5,924,110.00	5,924,110.00	949,226.98	6,057,319.95		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	1,213,397.00	1,213,397.00	404,775.08	1,344,071.00	(130,674.00)	-10.8%
2) Classified Salaries		2000-2999	3,116,921.00	3,116,921.00	1,041,000.44	3,182,975.00	(66,054.00)	-2.1%
3) Employee Benefits		3000-3999	1,589,674.00	1,589,674.00	486,051.38	1,599,094.00	(9,420.00)	-0.6%
4) Books and Supplies		4000-4999	264,452.00	264,452.00	92,695.58	345,152.00	(80,700.00)	-30.5%
5) Services and Other Operating Expenditures		5000-5999	663,055.00	663,055.00	221,607.62	851,860.00	11,195.00	1.7%
6) Capital Outlay		6000-6999	582,800.00	582,800.00	13,928.25	826,277.00	(243,477.00)	-41.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	7,602.00	6,516.00	(6,516.00)	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,354,319.00)	(1,354,319.00)	(362,712.68)	(1,437,255.00)	82,936.00	-6.1%
9) TOTAL, EXPENDITURES			6,075,980.00	6,075,980.00	1,904,947.67	6,518,690.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(151,870.00)	(151,870.00)	(955,720.69)	(461,370.05)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	17,553.00	17,553.00	0.00	17,553.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(17,553.00)	(17,553.00)	0.00	(17,553.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(169,423.00)	(169,423.00)	(955,720.69)	(478,923.05)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	8,207,646.51	8,207,646.51		8,207,646.51	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,207,646.51	8,207,646.51		8,207,646.51		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,207,646.51	8,207,646.51		8,207,646.51		
2) Ending Balance, June 30 (E + F1e)			8,038,223.51	8,038,223.51		7,728,723.46		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	42,571.00	42,571.00		42,571.00		
Prepaid Expenditures		9713	112,490.00	112,490.00		112,490.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	7,169,035.51	7,169,035.51		6,784,356.34		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	714,127.00	714,127.00		789,306.09		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.03		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	2,208,344.00	2,208,344.00	650,574.00	2,281,491.00	73,147.00	3.3%
Education Protection Account State Aid - Current Year		8012	757,278.00	757,278.00	181,255.00	725,021.00	(32,257.00)	-4.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	57,677.00	57,677.00	0.00	57,677.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	3,050.00	3,050.00	0.00	3,050.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	6,405,900.00	6,405,900.00	0.00	6,405,900.00	0.00	0.0%
Unsecured Roll Taxes		8042	307,332.00	307,332.00	0.00	307,332.00	0.00	0.0%
Prior Years' Taxes		8043	3,782.00	3,782.00	0.00	3,782.00	0.00	0.0%
Supplemental Taxes		8044	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	1,111,733.00	1,111,733.00	0.00	1,111,733.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	400,000.00	400,000.00	0.00	400,000.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sups.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	3,078.00	3,078.00	0.00	3,078.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			11,358,174.00	11,358,174.00	831,829.00	11,399,064.00	40,890.00	0.4%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	507,278.00	507,278.00	0.00	475,021.00	(32,257.00)	-6.4%
All Other LCFF Transfers - Current Year	All Other	8091	(757,278.00)	(757,278.00)	0.00	(725,021.00)	32,257.00	-4.3%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(6,312,970.00)	(6,312,970.00)	0.00	(6,312,970.00)	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,795,204.00	4,795,204.00	831,829.00	4,836,094.00	40,890.00	0.9%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Educator Quality	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290						
Other NCLB / Every Student Succeeds Act	3012-3020, 3030-3199, 4036-4126, 4204, 5510	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	32,819.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	32,819.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	39,693.00	39,693.00	0.00	39,693.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	33,552.00	33,552.00	610.44	33,552.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6680, 6690	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
Quality Education Investment Act	7400	8590						
Common Core State Standards Implementation	7405	8590						
All Other State Revenue	All Other	8590	9,075.00	9,075.00	0.00	9,075.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			82,320.00	82,320.00	610.44	82,320.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	10,000.00	10,000.00	1,650.00	12,200.00	2,200.00	22.0%
Interest		8660	40,000.00	40,000.00	0.00	40,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	8,815.55	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	5,625.00	5,625.00	5,625.00	New
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	944,445.00	944,445.00	48,000.00	992,445.00	48,000.00	5.1%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	400.00	400.00	19,877.99	36,894.95	36,494.95	9123.7%
Tuition		8710	51,741.00	51,741.00	0.00	51,741.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,046,586.00	1,046,586.00	83,968.54	1,138,905.95	92,319.95	8.8%
TOTAL, REVENUES			5,924,110.00	5,924,110.00	949,226.98	6,057,319.95	133,209.95	2.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	533,613.00	533,613.00	174,738.81	544,045.00	(10,432.00)	-2.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	668,784.00	668,784.00	229,827.65	786,526.00	(117,742.00)	-17.6%
Other Certificated Salaries		1900	11,000.00	11,000.00	208.62	13,500.00	(2,500.00)	-22.7%
TOTAL, CERTIFICATED SALARIES			1,213,397.00	1,213,397.00	404,775.08	1,344,071.00	(130,674.00)	-10.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	109,016.00	109,016.00	41,560.85	135,358.00	(26,342.00)	-24.2%
Classified Support Salaries		2200	314,616.00	314,616.00	106,867.84	316,770.00	(2,154.00)	-0.7%
Classified Supervisors' and Administrators' Salaries		2300	878,211.00	878,211.00	286,595.71	880,525.00	(2,314.00)	-0.3%
Clerical, Technical and Office Salaries		2400	1,814,078.00	1,814,078.00	605,598.50	1,849,176.00	(35,098.00)	-1.9%
Other Classified Salaries		2900	1,000.00	1,000.00	377.54	1,146.00	(146.00)	-14.6%
TOTAL, CLASSIFIED SALARIES			3,116,921.00	3,116,921.00	1,041,000.44	3,182,975.00	(66,054.00)	-2.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	171,910.00	171,910.00	54,101.68	172,570.00	(660.00)	-0.4%
PERS		3201-3202	490,219.00	490,219.00	158,309.32	502,328.00	(12,109.00)	-2.5%
OASDI/Medicare/Alternative		3301-3302	265,043.00	265,043.00	83,799.59	273,178.00	(8,135.00)	-3.1%
Health and Welfare Benefits		3401-3402	457,431.00	457,431.00	112,036.00	442,007.00	15,424.00	3.4%
Unemployment Insurance		3501-3502	2,164.00	2,164.00	692.27	2,227.00	(63.00)	-2.9%
Workers' Compensation		3601-3602	107,265.00	107,265.00	35,743.10	110,484.00	(3,219.00)	-3.0%
OPEB, Allocated		3701-3702	95,642.00	95,642.00	41,369.42	96,300.00	(658.00)	-0.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,589,674.00	1,589,674.00	486,051.38	1,599,094.00	(9,420.00)	-0.6%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	11,287.00	11,287.00	0.00	28,377.00	(17,090.00)	-151.4%
Books and Other Reference Materials		4200	8,728.00	8,728.00	100.18	14,806.00	(6,078.00)	-69.6%
Materials and Supplies		4300	182,008.00	182,008.00	66,867.69	223,674.00	(41,666.00)	-22.9%
Noncapitalized Equipment		4400	62,429.00	62,429.00	25,727.71	78,295.00	(15,866.00)	-25.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			264,452.00	264,452.00	92,695.58	345,152.00	(80,700.00)	-30.5%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	139,422.00	139,422.00	31,581.33	151,513.00	(12,091.00)	-8.7%
Dues and Memberships		5300	41,850.00	41,850.00	39,776.26	45,779.00	(3,929.00)	-9.4%
Insurance		5400-5450	80,000.00	80,000.00	78,591.00	80,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	366,168.00	366,168.00	95,147.20	366,168.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	390,000.00	390,000.00	98,753.20	369,799.00	20,201.00	5.2%
Transfers of Direct Costs		5710	(1,287,756.00)	(1,287,756.00)	(366,784.42)	(1,308,856.00)	21,100.00	-1.6%
Transfers of Direct Costs - Interfund		5750	(52,542.00)	(52,542.00)	(14,587.62)	(52,693.00)	151.00	-0.3%
Professional/Consulting Services and Operating Expenditures		5800	850,510.00	850,510.00	220,958.84	844,346.00	6,164.00	0.7%
Communications		5900	135,403.00	135,403.00	38,171.83	155,804.00	(20,401.00)	-15.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			663,055.00	663,055.00	221,607.62	651,860.00	11,195.00	1.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	4,185.00	(4,185.00)	New
Buildings and Improvements of Buildings		6200	510,000.00	510,000.00	13,928.25	744,796.00	(234,796.00)	-46.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	72,800.00	72,800.00	0.00	77,296.00	(4,496.00)	-6.2%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			582,800.00	582,800.00	13,928.25	826,277.00	(243,477.00)	-41.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	7,602.00	6,516.00	(6,516.00)	New
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	7,602.00	6,516.00	(6,516.00)	New
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(1,161,535.00)	(1,161,535.00)	(303,870.55)	(1,218,380.00)	56,845.00	-4.9%
Transfers of Indirect Costs - Interfund		7350	(192,784.00)	(192,784.00)	(58,842.13)	(218,875.00)	26,091.00	-13.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,354,319.00)	(1,354,319.00)	(362,712.68)	(1,437,255.00)	82,936.00	-6.1%
TOTAL, EXPENDITURES			6,075,980.00	6,075,980.00	1,904,947.67	6,518,690.00	(442,710.00)	-7.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	17,553.00	17,553.00	0.00	17,553.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			17,553.00	17,553.00	0.00	17,553.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(17,553.00)	(17,553.00)	0.00	(17,553.00)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	6,312,970.00	6,312,970.00	0.00	6,312,970.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,298,844.00	4,298,844.00	818,951.08	4,558,712.00	259,868.00	6.0%
3) Other State Revenue		8300-8599	4,056,421.00	4,056,421.00	2,910,084.53	5,594,754.00	1,538,333.00	37.9%
4) Other Local Revenue		8600-8799	2,619,340.00	2,619,340.00	356,221.89	3,203,189.57	583,849.57	22.3%
5) TOTAL, REVENUES			17,287,575.00	17,287,575.00	4,085,257.50	19,669,625.57		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	5,831,217.00	5,831,217.00	1,640,591.00	5,750,392.00	80,825.00	1.4%
2) Classified Salaries		2000-2999	3,196,356.00	3,196,356.00	852,674.76	3,187,364.00	8,992.00	0.3%
3) Employee Benefits		3000-3999	3,976,882.00	3,976,882.00	733,107.97	3,941,440.10	35,441.90	0.9%
4) Books and Supplies		4000-4999	448,319.00	448,319.00	105,422.96	696,009.00	(247,690.00)	-55.2%
5) Services and Other Operating Expenditures		5000-5999	3,033,378.00	3,033,378.00	657,417.17	4,811,264.01	(1,777,886.01)	-58.6%
6) Capital Outlay		6000-6999	0.00	0.00	67,358.07	106,118.00	(106,118.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,161,535.00	1,161,535.00	303,870.55	1,218,380.00	(56,845.00)	-4.9%
9) TOTAL, EXPENDITURES			17,647,687.00	17,647,687.00	4,360,442.48	19,710,967.11		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(360,112.00)	(360,112.00)	(275,184.98)	(41,341.54)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	62,993.00	62,993.00	20,846.27	62,993.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(62,993.00)	(62,993.00)	(20,846.27)	(62,993.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(423,105.00)	(423,105.00)	(296,031.25)	(104,334.54)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,353,647.74	2,353,647.74		2,353,647.74	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,353,647.74	2,353,647.74		2,353,647.74		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,353,647.74	2,353,647.74		2,353,647.74		
2) Ending Balance, June 30 (E + F1e)			1,930,542.74	1,930,542.74		2,249,313.20		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,930,542.80	1,930,542.80		2,249,313.23		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(0.06)	(0.06)		(0.03)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	6,312,970.00	6,312,970.00	0.00	6,312,970.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			6,312,970.00	6,312,970.00	0.00	6,312,970.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	81,048.00	81,048.00	(0.05)	136,152.00	55,104.00	68.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	92,959.00	92,959.00	23,970.82	125,063.00	32,104.00	34.5%
Title I, Part D, Local Delinquent Programs	3025	8290	159,248.00	159,248.00	4,475.50	153,232.00	(6,016.00)	-3.8%
Title II, Part A, Educator Quality	4035	8290	1,554.00	1,554.00	1,793.00	7,171.00	5,617.00	361.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3012-3020, 3030-3199, 4036-4126, 4204, 5510	8290	0.00	0.00	0.00	6,309.00	6,309.00	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	3,964,035.00	3,964,035.00	788,711.81	4,130,785.00	166,750.00	4.2%
TOTAL, FEDERAL REVENUE			4,298,844.00	4,298,844.00	818,951.08	4,558,712.00	259,868.00	6.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	1,210,724.00	1,210,724.00	242,883.00	1,210,724.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	617,699.00	617,699.00	175,654.00	617,699.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materi		8560	10,485.00	10,485.00	926.29	10,485.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	138,238.00	138,238.00	1,303,811.42	1,303,811.00	1,165,573.00	843.2%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6690	8590	163,626.00	163,626.00	306,876.34	355,434.00	191,808.00	117.2%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,915,649.00	1,915,649.00	879,933.48	2,096,601.00	180,952.00	9.4%
TOTAL, OTHER STATE REVENUE			4,056,421.00	4,056,421.00	2,910,084.53	5,594,754.00	1,538,333.00	37.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	496,407.00	496,407.00	344,757.20	973,526.00	477,119.00	96.1%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	75,000.00	75,000.00	0.00	75,000.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustm		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	164,394.00	164,394.00	11,464.69	271,124.57	106,730.57	64.9%
Tuition		8710	1,883,539.00	1,883,539.00	0.00	1,883,539.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,619,340.00	2,619,340.00	356,221.89	3,203,189.57	583,849.57	22.3%
TOTAL, REVENUES			17,287,575.00	17,287,575.00	4,085,257.50	19,669,625.57	2,382,050.57	13.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,198,162.00	3,198,162.00	815,535.78	3,113,039.00	85,123.00	2.7%
Certificated Pupil Support Salaries		1200	1,414,273.00	1,414,273.00	430,601.06	1,383,089.00	31,184.00	2.2%
Certificated Supervisors' and Administrators' Salaries		1300	1,209,122.00	1,209,122.00	394,454.16	1,239,574.00	(30,452.00)	-2.5%
Other Certificated Salaries		1900	9,660.00	9,660.00	0.00	14,690.00	(5,030.00)	-52.1%
TOTAL, CERTIFICATED SALARIES			5,831,217.00	5,831,217.00	1,640,591.00	5,750,392.00	80,825.00	1.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,813,785.00	1,813,785.00	443,142.77	1,808,842.00	4,943.00	0.3%
Classified Support Salaries		2200	599,793.00	599,793.00	181,366.46	595,442.00	4,351.00	0.7%
Classified Supervisors' and Administrators' Salaries		2300	299,640.00	299,640.00	89,781.61	312,706.00	(13,066.00)	-4.4%
Clerical, Technical and Office Salaries		2400	421,852.00	421,852.00	129,187.89	408,514.00	13,338.00	3.2%
Other Classified Salaries		2900	61,286.00	61,286.00	9,196.03	61,860.00	(574.00)	-0.9%
TOTAL, CLASSIFIED SALARIES			3,196,356.00	3,196,356.00	852,674.76	3,187,364.00	8,992.00	0.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,451,033.00	1,451,033.00	213,660.52	1,434,641.00	16,392.00	1.1%
PERS		3201-3202	551,297.00	551,297.00	147,782.63	562,322.94	(11,025.94)	-2.0%
OASDI/Medicare/Alternative		3301-3302	357,910.00	357,910.00	94,771.34	355,785.50	2,124.50	0.6%
Health and Welfare Benefits		3401-3402	1,292,495.00	1,292,495.00	214,007.46	1,250,582.00	41,913.00	3.2%
Unemployment Insurance		3501-3502	4,502.00	4,502.00	1,247.73	5,101.00	(599.00)	-13.3%
Workers' Compensation		3601-3602	220,500.00	220,500.00	61,638.29	221,460.66	(960.66)	-0.4%
OPEB, Allocated		3701-3702	99,145.00	99,145.00	0.00	111,547.00	(12,402.00)	-12.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			3,976,882.00	3,976,882.00	733,107.97	3,941,440.10	35,441.90	0.9%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	85.00	85.00	0.00	85.00	0.00	0.0%
Materials and Supplies		4300	319,988.00	319,988.00	57,694.33	453,782.00	(133,794.00)	-41.8%
Noncapitalized Equipment		4400	124,246.00	124,246.00	47,728.63	238,142.00	(113,896.00)	-91.7%
Food		4700	4,000.00	4,000.00	0.00	4,000.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			448,319.00	448,319.00	105,422.96	696,009.00	(247,690.00)	-55.2%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	497,638.00	497,638.00	22,734.86	1,671,857.00	(1,174,219.00)	-236.0%
Travel and Conferences		5200	227,946.00	227,946.00	52,527.59	259,154.00	(31,208.00)	-13.7%
Dues and Memberships		5300	7,362.00	7,362.00	4,250.00	7,362.00	0.00	0.0%
Insurance		5400-5450	17,700.00	17,700.00	0.00	17,700.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,454.00	1,454.00	270.82	1,454.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	19,710.00	19,710.00	406.61	19,710.00	0.00	0.0%
Transfers of Direct Costs		5710	1,287,756.00	1,287,756.00	366,784.42	1,308,856.00	(21,100.00)	-1.6%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	956,674.00	956,674.00	209,510.05	1,507,361.01	(550,687.01)	-57.6%
Communications		5900	17,138.00	17,138.00	932.82	17,810.00	(672.00)	-3.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,033,378.00	3,033,378.00	657,417.17	4,811,264.01	(1,777,886.01)	-58.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	42,972.07	42,972.00	(42,972.00)	New
Buildings and Improvements of Buildings		6200	0.00	0.00	24,386.00	63,146.00	(63,146.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	67,358.07	106,118.00	(106,118.00)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	1,161,535.00	1,161,535.00	303,870.55	1,218,380.00	(56,845.00)	-4.9%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			1,161,535.00	1,161,535.00	303,870.55	1,218,380.00	(56,845.00)	-4.9%
TOTAL, EXPENDITURES			17,647,687.00	17,647,687.00	4,360,442.48	19,710,967.11	(2,063,280.11)	-11.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	62,993.00	62,993.00	20,846.27	62,993.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			62,993.00	62,993.00	20,846.27	62,993.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(62,993.00)	(62,993.00)	(20,846.27)	(62,993.00)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	11,108,174.00	11,108,174.00	831,829.00	11,149,064.00	40,890.00	0.4%
2) Federal Revenue		8100-8299	4,298,844.00	4,298,844.00	851,770.08	4,558,712.00	259,868.00	6.0%
3) Other State Revenue		8300-8599	4,138,741.00	4,138,741.00	2,910,694.97	5,677,074.00	1,538,333.00	37.2%
4) Other Local Revenue		8600-8799	3,665,926.00	3,665,926.00	440,190.43	4,342,095.52	676,169.52	18.4%
5) TOTAL, REVENUES			23,211,685.00	23,211,685.00	5,034,484.48	25,726,945.52		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	7,044,614.00	7,044,614.00	2,045,366.08	7,094,463.00	(49,849.00)	-0.7%
2) Classified Salaries		2000-2999	6,313,277.00	6,313,277.00	1,893,675.20	6,370,339.00	(57,062.00)	-0.9%
3) Employee Benefits		3000-3999	5,566,556.00	5,566,556.00	1,219,159.35	5,540,534.10	26,021.90	0.5%
4) Books and Supplies		4000-4999	712,771.00	712,771.00	198,118.54	1,041,161.00	(328,390.00)	-46.1%
5) Services and Other Operating Expenditures		5000-5999	3,696,433.00	3,696,433.00	879,024.79	5,463,124.01	(1,766,691.01)	-47.8%
6) Capital Outlay		6000-6999	582,800.00	582,800.00	81,286.32	932,395.00	(349,595.00)	-60.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	7,602.00	6,516.00	(6,516.00)	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(192,784.00)	(192,784.00)	(58,842.13)	(218,875.00)	26,091.00	-13.5%
9) TOTAL, EXPENDITURES			23,723,667.00	23,723,667.00	6,265,390.15	26,229,657.11		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(511,982.00)	(511,982.00)	(1,230,905.67)	(502,711.59)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	80,546.00	80,546.00	20,846.27	80,546.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(80,546.00)	(80,546.00)	(20,846.27)	(80,546.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(592,528.00)	(592,528.00)	(1,251,751.94)	(583,257.59)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	10,561,294.25	10,561,294.25		10,561,294.25	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,561,294.25	10,561,294.25		10,561,294.25		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,561,294.25	10,561,294.25		10,561,294.25		
2) Ending Balance, June 30 (E + F1e)			9,968,766.25	9,968,766.25		9,978,036.66		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	42,571.00	42,571.00		42,571.00		
Prepaid Expenditures		9713	112,490.00	112,490.00		112,490.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			1,930,542.80	1,930,542.80		2,249,313.23		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	7,169,035.51	7,169,035.51		6,784,356.34		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	714,127.00	714,127.00		789,306.09		
Unassigned/Unappropriated Amount			(0.06)	(0.06)		0.00		

YOLO COUNTY OFFICE OF EDUCATION
COMPONENTS OF ENDING FUND BALANCE
2017-18 First Interim

	2017-18 BUDGET
BEGINNING BALANCE	10,561,294
ADJUSTMENT TO BEGINNING BALANCE	0
REVENUES	25,726,946
TOTAL SOURCES	36,288,240
EXPENDITURES	26,229,657
OTHER SOURCES/USES	(80,546)
ENDING BALANCE	9,978,037
SURPLUS/(DEFICIT)	(583,257)

DESCRIPTION	2017-18 Estimated Ending Balance
NON-SPENDABLE:	
Revolving Cash	0
Stores	42,571
Prepaid Expense	112,490
RESTRICTED:	
MEDI-CAL Billing	347,010
Instructional Material Lottery	46,057
Regionalized Services/Special Education	238,006
SELPA Low Incidence	130,093
Special Education	282,483
ROP/CALWORKS Classes	2,760
Cenic Digital CA	10,988
CA Clean Energy Jobs Act	0
Solar Academy	606,219
College Readiness Block Grant	45,000
Educator Effectiveness	31,548
Improv Systems of Academic Support	22,500
George Hinkle Donation	136,846
WS SEEP	2,983
Community First 5	26
First 5 RTT	84
Floodplain Institute	6,268
Alt Ed Scholarships	200

ASSIGNED:	
Restricted Technology	163,163
Technology (resource)	182,741
Lottery	409,754
MAA	222,697
Facilities and Equipment Reserve	2,015,621
Vehicle Fleet Reserve	75,186
Budget Development Reserve - MYP	1,258,016
Insurance/Risk Management Reserve	330,000
Staff/Professional Development Reserve	177,956
Temporary State Revenues Reserve	597,380
Oral Health Assessment	12,435
ASSIGNED:	
Fiscal/COE Oversight Reserve	195,000
Comprehensive LT Plan	25,000
OPEB Liability Reserve	160,000
Superintendents Priorities	198,073
Art & Music Block Grant	30,773
Friends of Art	535
School Site Block Grant	1,853
English Learner Srvcs	140
Venture Club	173
GG Trust	6,012
Preschool Fund Raiser	312
Calworks ROCP	22,449
Alternative Education	568,090
Diploma Plus Enterprise	18,092
Biliteracy	289
Instructional Materials	91,542
Special Ed Scholarship Fund	406
Foster Youth/Homeless	67
LCAP	57,135
CTE Teach MOU	23,228
Healthy Families Act/ACA	110,000
AB1522 Sick Leave Accrual	25,000
Gift Giving	44
copy center	52098
sunshine days	4010
Energy Efficiency	9015
Testing	321
Stuart Foundation	1998
Mandate One time	6522
Ed Tech	9635
College & Career	58900
RSDSS	2363
Sp Ed Support Activities	220
Emp Welfare	355
Economic Uncertainty	789,306
TOTAL	9,978,037

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	2,208,344.00	2,208,344.00	650,574.00	2,281,491.00	73,147.00	3.3%
Education Protection Account State Aid - Current Year		8012	757,278.00	757,278.00	181,255.00	725,021.00	(32,257.00)	-4.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	57,677.00	57,677.00	0.00	57,677.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	3,050.00	3,050.00	0.00	3,050.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	6,405,900.00	6,405,900.00	0.00	6,405,900.00	0.00	0.0%
Unsecured Roll Taxes		8042	307,332.00	307,332.00	0.00	307,332.00	0.00	0.0%
Prior Years' Taxes		8043	3,782.00	3,782.00	0.00	3,782.00	0.00	0.0%
Supplemental Taxes		8044	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	1,111,733.00	1,111,733.00	0.00	1,111,733.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	400,000.00	400,000.00	0.00	400,000.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	3,078.00	3,078.00	0.00	3,078.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			11,358,174.00	11,358,174.00	831,829.00	11,399,064.00	40,890.00	0.4%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	507,278.00	507,278.00	0.00	475,021.00	(32,257.00)	-6.4%
All Other LCFF Transfers - Current Year	All Other	8091	(757,278.00)	(757,278.00)	0.00	(725,021.00)	32,257.00	-4.3%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			11,108,174.00	11,108,174.00	831,829.00	11,149,064.00	40,890.00	0.4%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	81,048.00	81,048.00	(0.05)	136,152.00	55,104.00	68.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	92,959.00	92,959.00	23,970.82	125,063.00	32,104.00	34.5%
Title I, Part D, Local Delinquent Programs	3025	8290	159,248.00	159,248.00	4,475.50	153,232.00	(6,016.00)	-3.8%
Title II, Part A, Educator Quality	4035	8290	1,554.00	1,554.00	1,793.00	7,171.00	5,617.00	361.5%

2017-18 First Interim
County School Service Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3012-3020, 3030-3199, 4036-4126, 4204, 5510	8290	0.00	0.00	0.00	6,309.00	6,309.00	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	3,964,035.00	3,964,035.00	821,530.81	4,130,785.00	166,750.00	4.2%
TOTAL, FEDERAL REVENUE			4,298,844.00	4,298,844.00	851,770.08	4,558,712.00	259,868.00	6.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	1,210,724.00	1,210,724.00	242,883.00	1,210,724.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	617,699.00	617,699.00	175,654.00	617,699.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	39,693.00	39,693.00	0.00	39,693.00	0.00	0.0%
Lottery - Unrestricted and Instructional Mater:		8560	44,037.00	44,037.00	1,536.73	44,037.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	138,238.00	138,238.00	1,303,811.42	1,303,811.00	1,165,573.00	843.2%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6690	8590	163,626.00	163,626.00	306,876.34	355,434.00	191,808.00	117.2%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,924,724.00	1,924,724.00	879,933.48	2,105,676.00	180,952.00	9.4%
TOTAL, OTHER STATE REVENUE			4,138,741.00	4,138,741.00	2,910,694.97	5,677,074.00	1,538,333.00	37.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	10,000.00	10,000.00	1,650.00	12,200.00	2,200.00	22.0%
Interest		8660	40,000.00	40,000.00	0.00	40,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	8,815.55	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	496,407.00	496,407.00	350,382.20	979,151.00	482,744.00	97.2%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	1,019,445.00	1,019,445.00	48,000.00	1,067,445.00	48,000.00	4.7%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	164,794.00	164,794.00	31,342.68	308,019.52	143,225.52	86.9%
Tuition		8710	1,935,280.00	1,935,280.00	0.00	1,935,280.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,665,926.00	3,665,926.00	440,190.43	4,342,095.52	676,169.52	18.4%
TOTAL, REVENUES			23,211,685.00	23,211,685.00	5,034,484.48	25,726,945.52	2,515,260.52	10.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,731,775.00	3,731,775.00	990,274.59	3,657,084.00	74,691.00	2.0%
Certificated Pupil Support Salaries		1200	1,414,273.00	1,414,273.00	430,601.06	1,383,089.00	31,184.00	2.2%
Certificated Supervisors' and Administrators' Salaries		1300	1,877,906.00	1,877,906.00	624,281.81	2,026,100.00	(148,194.00)	-7.9%
Other Certificated Salaries		1900	20,660.00	20,660.00	208.82	28,190.00	(7,530.00)	-36.4%
TOTAL, CERTIFICATED SALARIES			7,044,614.00	7,044,614.00	2,045,366.08	7,094,463.00	(49,849.00)	-0.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,922,801.00	1,922,801.00	484,703.62	1,944,200.00	(21,399.00)	-1.1%
Classified Support Salaries		2200	914,409.00	914,409.00	288,234.30	912,212.00	2,197.00	0.2%
Classified Supervisors' and Administrators' Salaries		2300	1,177,851.00	1,177,851.00	376,377.32	1,193,231.00	(15,380.00)	-1.3%
Clerical, Technical and Office Salaries		2400	2,235,930.00	2,235,930.00	734,786.39	2,257,690.00	(21,760.00)	-1.0%
Other Classified Salaries		2900	62,286.00	62,286.00	9,573.57	63,006.00	(720.00)	-1.2%
TOTAL, CLASSIFIED SALARIES			6,313,277.00	6,313,277.00	1,893,675.20	6,370,339.00	(57,062.00)	-0.9%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,622,943.00	1,622,943.00	267,762.20	1,607,211.00	15,732.00	1.0%
PERS		3201-3202	1,041,516.00	1,041,516.00	306,091.95	1,064,650.94	(23,134.94)	-2.2%
OASDI/Medicare/Alternative		3301-3302	622,953.00	622,953.00	178,570.93	628,963.50	(6,010.50)	-1.0%
Health and Welfare Benefits		3401-3402	1,749,926.00	1,749,926.00	326,043.46	1,692,589.00	57,337.00	3.3%
Unemployment Insurance		3501-3502	6,666.00	6,666.00	1,940.00	7,328.00	(662.00)	-9.9%
Workers' Compensation		3601-3602	327,765.00	327,765.00	97,381.39	331,944.66	(4,179.66)	-1.3%
OPEB, Allocated		3701-3702	194,787.00	194,787.00	41,369.42	207,847.00	(13,060.00)	-6.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			5,566,556.00	5,566,556.00	1,219,159.35	5,540,534.10	26,021.90	0.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	11,287.00	11,287.00	0.00	28,377.00	(17,090.00)	-151.4%
Books and Other Reference Materials		4200	8,813.00	8,813.00	100.18	14,891.00	(6,078.00)	-69.0%
Materials and Supplies		4300	501,996.00	501,996.00	124,562.02	677,456.00	(175,460.00)	-35.0%
Noncapitalized Equipment		4400	186,675.00	186,675.00	73,456.34	316,437.00	(129,762.00)	-69.5%
Food		4700	4,000.00	4,000.00	0.00	4,000.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			712,771.00	712,771.00	198,118.54	1,041,161.00	(328,390.00)	-46.1%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	497,638.00	497,638.00	22,734.86	1,671,857.00	(1,174,219.00)	-236.0%
Travel and Conferences		5200	367,368.00	367,368.00	84,108.92	410,667.00	(43,299.00)	-11.8%
Dues and Memberships		5300	49,212.00	49,212.00	44,026.26	53,141.00	(3,929.00)	-8.0%
Insurance		5400-5450	97,700.00	97,700.00	78,591.00	97,700.00	0.00	0.0%
Operations and Housekeeping Services		5500	367,622.00	367,622.00	95,418.02	367,622.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	409,710.00	409,710.00	99,159.81	389,509.00	20,201.00	4.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(52,542.00)	(52,542.00)	(14,587.62)	(52,693.00)	151.00	-0.3%
Professional/Consulting Services and Operating Expenditures		5800	1,807,184.00	1,807,184.00	430,468.89	2,351,707.01	(544,523.01)	-30.1%
Communications		5900	152,541.00	152,541.00	39,104.65	173,614.00	(21,073.00)	-13.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,696,433.00	3,696,433.00	879,024.79	5,463,124.01	(1,766,691.01)	-47.8%

2017-18 First Interim
County School Service Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	42,972.07	47,157.00	(47,157.00)	New
Buildings and Improvements of Buildings		6200	510,000.00	510,000.00	38,314.25	807,942.00	(297,942.00)	-58.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	72,800.00	72,800.00	0.00	77,296.00	(4,496.00)	-6.2%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			582,800.00	582,800.00	81,286.32	932,395.00	(349,595.00)	-60.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	7,602.00	6,516.00	(6,516.00)	New
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	7,602.00	6,516.00	(6,516.00)	New
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(192,784.00)	(192,784.00)	(58,842.13)	(218,875.00)	26,091.00	-13.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(192,784.00)	(192,784.00)	(58,842.13)	(218,875.00)	26,091.00	-13.5%
TOTAL, EXPENDITURES			23,723,667.00	23,723,667.00	6,265,390.15	26,229,657.11	(2,505,990.11)	-10.6%

2017-18 First Interim
County School Service Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	17,553.00	17,553.00	0.00	17,553.00	0.00	0.0%
To: Cafeteria Fund		7616	62,993.00	62,993.00	20,846.27	62,993.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			80,546.00	80,546.00	20,846.27	80,546.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(80,546.00)	(80,546.00)	(20,846.27)	(80,546.00)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	5,587,331.00	5,587,331.00	0.00	5,726,703.00	139,372.00	2.5%
3) Other State Revenue		8300-8599	9,640,218.00	9,640,218.00	2,177,086.00	9,640,218.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	640.65	7,427.00	7,427.00	New
5) TOTAL, REVENUES			15,227,549.00	15,227,549.00	2,177,726.65	15,374,348.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	15,227,549.00	15,227,549.00	2,080,354.00	15,374,348.00	(146,799.00)	-1.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			15,227,549.00	15,227,549.00	2,080,354.00	15,374,348.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	97,372.65	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	97,372.65	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	6,786.35	6,786.35		6,786.35	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,786.35	6,786.35		6,786.35		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,786.35	6,786.35		6,786.35		
2) Ending Balance, June 30 (E + F1e)			6,786.35	6,786.35		6,786.35		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			6,786.49	6,786.49		6,786.49		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(0.14)	(0.14)		(0.14)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Pass-Through Revenues From Federal Sources		8287	5,587,331.00	5,587,331.00	0.00	5,726,703.00	139,372.00	2.5%
TOTAL, FEDERAL REVENUE			5,587,331.00	5,587,331.00	0.00	5,726,703.00	139,372.00	2.5%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	8,900,268.00	8,900,268.00	2,177,086.00	8,900,268.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	739,950.00	739,950.00	0.00	739,950.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			9,640,218.00	9,640,218.00	2,177,086.00	9,640,218.00	0.00	0.0%
OTHER LOCAL REVENUE								
Interest		8660	0.00	0.00	0.00	7,427.00	7,427.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	640.65	0.00	0.00	0.0%
Other Local Revenue								
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
From Districts or Charter Schools		8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	640.65	7,427.00	7,427.00	New
TOTAL, REVENUES			15,227,549.00	15,227,549.00	2,177,726.65	15,374,348.00		
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	6,004,510.00	6,004,510.00	0.00	6,142,000.00	(137,490.00)	-2.3%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	8,900,268.00	8,900,268.00	2,080,354.00	8,907,695.00	(7,427.00)	-0.1%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	322,771.00	322,771.00	0.00	324,653.00	(1,882.00)	-0.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			15,227,549.00	15,227,549.00	2,080,354.00	15,374,348.00	(146,799.00)	-1.0%
TOTAL, EXPENDITURES			15,227,549.00	15,227,549.00	2,080,354.00	15,374,348.00		

Resource	Description	2017/18 Projected Year Totals
6500	Special Education	6,786.49
Total, Restricted Balance		<u>6,786.49</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	60,026.15	0.00	0.00	0.0%
5) TOTAL REVENUES			0.00	0.00	60,026.15	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	58,253.00	58,253.00	19,417.68	58,253.00	0.00	0.0%
3) Employee Benefits		3000-3999	23,413.00	23,413.00	7,427.67	23,413.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,000.00	1,000.00	37.67	1,400.00	(400.00)	-40.0%
5) Services and Other Operating Expenditures		5000-5999	4,614.00	4,614.00	11,523.39	16,167.00	(11,553.00)	-250.4%
6) Capital Outlay		6000-6999	0.00	0.00	16,490.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			87,280.00	87,280.00	54,896.41	99,233.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(87,280.00)	(87,280.00)	5,129.74	(99,233.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(87,280.00)	(87,280.00)	5,129.74	(99,233.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	231,993.62	231,993.62		231,993.62	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			231,993.62	231,993.62		231,993.62		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			231,993.62	231,993.62		231,993.62		
2) Ending Balance, June 30 (E + F1e)			144,713.62	144,713.62		132,760.62		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			144,713.62	144,713.62		132,760.62		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
No Child Left Behind	3105, 4045	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
Adult Education Block Grant Program	6391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	202.15	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	59,824.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	60,026.15	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	60,026.15	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	58,253.00	58,253.00	19,417.68	58,253.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			58,253.00	58,253.00	19,417.68	58,253.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	9,109.00	9,109.00	2,984.68	9,109.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	4,456.00	4,456.00	1,453.23	4,456.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	7,500.00	7,500.00	2,500.00	7,500.00	0.00	0.0%
Unemployment Insurance		3501-3502	29.00	29.00	9.72	29.00	0.00	0.0%
Workers' Compensation		3601-3602	1,454.00	1,454.00	480.04	1,454.00	0.00	0.0%
OPEB, Allocated		3701-3702	865.00	865.00	0.00	865.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			23,413.00	23,413.00	7,427.67	23,413.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,000.00	1,000.00	37.67	1,400.00	(400.00)	-40.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,000.00	1,000.00	37.67	1,400.00	(400.00)	-40.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	1,000.00	669.54	2,153.00	(1,153.00)	-115.3%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	2,614.00	2,614.00	748.85	2,614.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,000.00	1,000.00	10,105.00	11,400.00	(10,400.00)	-1040.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,614.00	4,614.00	11,523.39	16,167.00	(11,553.00)	-250.4%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	16,490.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	16,490.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			87,280.00	87,280.00	54,896.41	99,233.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2017/18 Projected Year Totals</u>
6391	Adult Education Block Grant Program	132,760.62
Total, Restricted Balance		<u>132,760.62</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	302,959.00	302,959.00	109,692.80	352,552.00	49,593.00	16.4%
3) Other State Revenue		8300-8599	1,792,357.00	1,792,357.00	552,805.90	2,080,297.00	287,940.00	16.1%
4) Other Local Revenue		8600-8799	0.00	0.00	4,832.00	5,025.00	5,025.00	New
5) TOTAL, REVENUES			2,095,316.00	2,095,316.00	667,330.70	2,437,874.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	1,025,930.00	1,025,930.00	277,951.94	984,492.00	41,438.00	4.0%
2) Classified Salaries		2000-2999	50,986.00	50,986.00	31,968.92	91,460.00	(40,474.00)	-79.4%
3) Employee Benefits		3000-3999	534,599.00	534,599.00	101,080.51	513,102.00	21,497.00	4.0%
4) Books and Supplies		4000-4999	20,310.00	20,310.00	24,459.28	58,168.00	(37,858.00)	-186.4%
5) Services and Other Operating Expenditures		5000-5999	224,505.00	224,505.00	107,855.06	478,401.00	(253,896.00)	-113.1%
6) Capital Outlay		6000-6999	0.00	0.00	43,037.07	43,037.00	(43,037.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	175,994.00	175,994.00	54,341.72	202,085.00	(26,091.00)	-14.8%
9) TOTAL, EXPENDITURES			2,032,324.00	2,032,324.00	640,694.50	2,370,745.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			62,992.00	62,992.00	26,636.20	67,129.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	62,992.00	62,992.00	30,470.14	66,630.00	(3,638.00)	-5.8%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(62,992.00)	(62,992.00)	(30,470.14)	(66,630.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(3,833.94)	499.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	276,125.81	276,125.81		276,125.81	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			276,125.81	276,125.81		276,125.81		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			276,125.81	276,125.81		276,125.81		
2) Ending Balance, June 30 (E + F1e)			276,125.81	276,125.81		276,624.81		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	276,125.81	276,125.81		276,624.81		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2017-18 First Interim
Child Development Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	302,959.00	302,959.00	109,692.80	352,552.00	49,593.00	16.4%
TOTAL, FEDERAL REVENUE			302,959.00	302,959.00	109,692.80	352,552.00	49,593.00	16.4%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	1,683,728.00	1,683,728.00	540,070.00	1,857,534.00	173,806.00	10.3%
All Other State Revenue	All Other	8590	108,629.00	108,629.00	12,735.90	222,763.00	114,134.00	105.1%
TOTAL, OTHER STATE REVENUE			1,792,357.00	1,792,357.00	552,805.90	2,080,297.00	287,940.00	16.1%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	306.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	4,526.00	5,025.00	5,025.00	New
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	4,832.00	5,025.00	5,025.00	New
TOTAL REVENUES			2,095,316.00	2,095,316.00	667,330.70	2,437,874.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	868,630.00	868,630.00	222,882.50	832,808.00	35,822.00	4.1%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	157,300.00	157,300.00	55,069.44	151,610.00	5,690.00	3.6%
Other Certificated Salaries		1900	0.00	0.00	0.00	74.00	(74.00)	New
TOTAL, CERTIFICATED SALARIES			1,025,930.00	1,025,930.00	277,951.94	984,492.00	41,438.00	4.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	38,090.00	38,090.00	12,924.09	38,442.00	(352.00)	-0.9%
Classified Supervisors' and Administrators' Salaries		2300	10,450.00	10,450.00	2,197.70	10,450.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	2,146.00	2,146.00	16,847.13	42,268.00	(40,122.00)	-1869.6%
Other Classified Salaries		2900	300.00	300.00	0.00	300.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			50,986.00	50,986.00	31,968.92	91,460.00	(40,474.00)	-79.4%
EMPLOYEE BENEFITS								
STRS		3101-3102	221,960.00	221,960.00	36,335.70	218,408.00	3,552.00	1.6%
PERS		3201-3202	28,530.00	28,530.00	10,257.06	28,243.00	287.00	1.0%
OASDI/Medicare/Alternative		3301-3302	28,581.00	28,581.00	8,250.90	23,994.00	4,587.00	16.0%
Health and Welfare Benefits		3401-3402	230,209.00	230,209.00	38,419.90	216,528.00	13,681.00	5.9%
Unemployment Insurance		3501-3502	521.00	521.00	154.84	556.00	(35.00)	-6.7%
Workers' Compensation		3601-3602	24,540.00	24,540.00	7,662.11	25,115.00	(575.00)	-2.3%
OPEB, Allocated		3701-3702	258.00	258.00	0.00	258.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			534,599.00	534,599.00	101,080.51	513,102.00	21,497.00	4.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	20,310.00	20,310.00	19,053.31	52,762.00	(32,452.00)	-159.8%
Noncapitalized Equipment		4400	0.00	0.00	5,405.97	5,406.00	(5,406.00)	New
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			20,310.00	20,310.00	24,459.28	58,168.00	(37,858.00)	-186.4%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	9,149.00	9,149.00	3,832.59	15,236.00	(6,087.00)	-66.5%
Dues and Memberships		5300	300.00	300.00	675.00	675.00	(375.00)	-125.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,600.00	1,600.00	88.16	2,337.00	(737.00)	-46.1%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	49,781.00	49,781.00	13,838.77	49,932.00	(151.00)	-0.3%
Professional/Consulting Services and Operating Expenditures		5800	162,675.00	162,675.00	89,393.55	409,221.00	(246,546.00)	-151.6%
Communications		5900	1,000.00	1,000.00	26.99	1,000.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			224,505.00	224,505.00	107,855.06	478,401.00	(253,896.00)	-113.1%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	43,037.07	43,037.00	(43,037.00)	New
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	43,037.07	43,037.00	(43,037.00)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	175,994.00	175,994.00	54,341.72	202,085.00	(26,091.00)	-14.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			175,994.00	175,994.00	54,341.72	202,085.00	(26,091.00)	-14.8%
TOTAL, EXPENDITURES			2,032,324.00	2,032,324.00	640,694.50	2,370,745.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	62,992.00	62,992.00	30,470.14	66,630.00	(3,638.00)	-5.8%
(b) TOTAL, INTERFUND TRANSFERS OUT			62,992.00	62,992.00	30,470.14	66,630.00	(3,638.00)	-5.8%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(62,992.00)	(62,992.00)	(30,470.14)	(66,630.00)		

Resource	Description	2017/18 Projected Year Totals
5035	Child Development: Quality Improvement Activities	0.32
5055	Child Development: Local Planning Councils	2.09
6105	Child Development: California State Preschool Program	499.00
6127	Child Development: California State Preschool Program QRI	0.17
6130	Child Development: Center-Based Reserve Account	276,123.23
Total, Restricted Balance		<u>276,624.81</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	217,500.00	217,500.00	3,171.97	217,500.00	0.00	0.0%
3) Other State Revenue		8300-8599	9,000.00	9,000.00	173.08	9,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100.00	100.00	10.14	100.00	0.00	0.0%
5) TOTAL, REVENUES			226,600.00	226,600.00	3,355.19	226,600.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	130,866.00	130,866.00	41,867.23	143,857.00	(12,991.00)	-9.9%
3) Employee Benefits		3000-3999	67,843.00	67,843.00	15,550.30	54,852.00	12,991.00	19.1%
4) Books and Supplies		4000-4999	134,239.00	134,239.00	32,365.72	134,239.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,847.00	2,847.00	225.00	2,847.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	16,790.00	16,790.00	4,500.41	16,790.00	0.00	0.0%
9) TOTAL, EXPENDITURES			352,585.00	352,585.00	94,508.66	352,585.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(125,985.00)	(125,985.00)	(91,153.47)	(125,985.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	125,985.00	125,985.00	51,316.41	129,623.00	3,638.00	2.9%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		6980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			125,985.00	125,985.00	51,316.41	129,623.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(39,837.06)	3,638.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	31,382.74	31,382.74		31,382.74	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,382.74	31,382.74		31,382.74		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,382.74	31,382.74		31,382.74		
2) Ending Balance, June 30 (E + F1e)			31,382.74	31,382.74		35,020.74		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	31,382.74	31,382.74		35,020.74		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	217,500.00	217,500.00	3,171.97	217,500.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			217,500.00	217,500.00	3,171.97	217,500.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	9,000.00	9,000.00	173.08	9,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			9,000.00	9,000.00	173.08	9,000.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	100.00	100.00	0.00	100.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	10.14	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			100.00	100.00	10.14	100.00	0.00	0.0%
TOTAL REVENUES			226,600.00	226,600.00	3,355.19	226,600.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	130,866.00	130,866.00	41,867.23	143,857.00	(12,991.00)	-9.9%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			130,866.00	130,866.00	41,867.23	143,857.00	(12,991.00)	-9.9%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	20,582.00	20,582.00	6,502.42	22,283.00	(1,701.00)	-8.3%
OASDI/Medicare/Alternative		3301-3302	10,010.00	10,010.00	3,152.78	10,864.00	(854.00)	-8.5%
Health and Welfare Benefits		3401-3402	34,200.00	34,200.00	4,839.13	18,102.00	16,098.00	47.1%
Unemployment Insurance		3501-3502	65.00	65.00	20.93	71.00	(6.00)	-9.2%
Workers' Compensation		3601-3602	2,986.00	2,986.00	1,035.04	3,532.00	(546.00)	-18.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			67,843.00	67,843.00	15,550.30	54,852.00	12,991.00	19.1%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	27,643.00	27,643.00	9,413.11	28,768.00	(1,125.00)	-4.1%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	106,596.00	106,596.00	22,952.61	105,471.00	1,125.00	1.1%
TOTAL, BOOKS AND SUPPLIES			134,239.00	134,239.00	32,365.72	134,239.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,500.00	1,500.00	0.00	1,500.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,200.00	1,200.00	225.00	1,200.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	147.00	147.00	0.00	147.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,847.00	2,847.00	225.00	2,847.00	0.00	0.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	16,790.00	16,790.00	4,500.41	16,790.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			16,790.00	16,790.00	4,500.41	16,790.00	0.00	0.0%
TOTAL EXPENDITURES			352,585.00	352,585.00	94,508.66	352,585.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	62,993.00	62,993.00	20,846.27	62,993.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	62,992.00	62,992.00	30,470.14	66,630.00	3,638.00	5.8%
(a) TOTAL, INTERFUND TRANSFERS IN			125,985.00	125,985.00	51,316.41	129,623.00	3,638.00	2.9%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			125,985.00	125,985.00	51,316.41	129,623.00		

<u>Resource</u>	<u>Description</u>	<u>2017/18 Projected Year Totals</u>
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Ce	35,020.74
Total, Restricted Balance		<u>35,020.74</u>

2017-18 First Interim
Deferred Maintenance Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,200.00	1,200.00	839.00	2,039.00	839.00	69.9%
5) TOTAL, REVENUES			251,200.00	251,200.00	839.00	252,039.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	10,000.00	10,000.00	5,801.24	10,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	241,200.00	241,200.00	0.00	241,200.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			251,200.00	251,200.00	5,801.24	251,200.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	(4,962.24)	839.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(4,962.24)	839.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,312,428.87	1,312,428.87		1,312,428.87	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,312,428.87	1,312,428.87		1,312,428.87		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,312,428.87	1,312,428.87		1,312,428.87		
2) Ending Balance, June 30 (E + F1e)			1,312,428.87	1,312,428.87		1,313,267.87		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments								
Deferred Maintenance Fund	0000	9780	1,312,428.87					
Deferred Maintenance Fund	0000	9780		1,312,428.87				
Deferred Maintenance Fund	0000	9780				1,313,267.87		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,200.00	1,200.00	0.00	1,200.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	839.00	839.00	839.00	New
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,200.00	1,200.00	839.00	2,039.00	839.00	69.9%
TOTAL REVENUES			251,200.00	251,200.00	839.00	252,039.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,000.00	10,000.00	5,801.24	10,000.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,000.00	10,000.00	5,801.24	10,000.00	0.00	0.0%
CAPITAL OUTLAY								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	241,200.00	241,200.00	0.00	241,200.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			241,200.00	241,200.00	0.00	241,200.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			251,200.00	251,200.00	5,801.24	251,200.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,096.00	1,096.00	316.21	1,096.00	0.00	0.0%
5) TOTAL, REVENUES			1,096.00	1,096.00	316.21	1,096.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,096.00	1,096.00	316.21	1,096.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,096.00	1,096.00	316.21	1,096.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	474,122.95	474,122.95		474,122.95	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			474,122.95	474,122.95		474,122.95		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			474,122.95	474,122.95		474,122.95		
2) Ending Balance, June 30 (E + F1e)			475,218.95	475,218.95		475,218.95		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	475,218.95	475,218.95		475,218.95		
Postemployment Benefit Fund	0000	9780	475,218.95					
Post Employment Benefit Fund	0000	9780		475,218.95				
Postemployment Benefit Fund	0000	9780				475,218.95		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE								
Interest		8660	1,096.00	1,096.00	0.00	1,096.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	316.21	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,096.00	1,096.00	316.21	1,096.00	0.00	0.0%
TOTAL, REVENUES			1,096.00	1,096.00	316.21	1,096.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	269,828.00	269,828.00	466.70	270,295.00	467.00	0.2%
5) TOTAL REVENUES			269,828.00	269,828.00	466.70	270,295.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,250.00	1,250.00	290.90	30,000.00	(28,750.00)	-2300.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	328,044.00	328,044.00	225,221.89	328,044.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			329,294.00	329,294.00	225,512.79	358,044.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(59,466.00)	(59,466.00)	(225,046.09)	(87,749.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	17,553.00	17,553.00	0.00	17,553.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			17,553.00	17,553.00	0.00	17,553.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(41,913.00)	(41,913.00)	(225,046.09)	(70,196.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	580,307.24	580,307.24		580,307.24	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			580,307.24	580,307.24		580,307.24		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			580,307.24	580,307.24		580,307.24		
2) Ending Balance, June 30 (E + F1e)			538,394.24	538,394.24		510,111.24		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	538,394.24	538,394.24		510,111.24		
Capital Facilities Fund	0000	9780	538,394.24					
Capital Facilities Fund	0000	9780		538,394.24				
Capital Facilities Fund	0000	9780				510,111.24		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	268,828.00	268,828.00	0.00	258,828.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest								
		8660	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments								
		8662	0.00	0.00	466.70	467.00	467.00	New
Fees and Contracts								
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others								
		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			269,828.00	269,828.00	466.70	270,295.00	467.00	0.2%
TOTAL, REVENUES			269,828.00	269,828.00	466.70	270,295.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,250.00	1,250.00	290.90	30,000.00	(28,750.00)	-2300.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,250.00	1,250.00	290.90	30,000.00	(28,750.00)	-2300.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	208,044.00	208,044.00	120,000.00	120,000.00	88,044.00	42.3%
Other Debt Service - Principal		7439	120,000.00	120,000.00	105,221.89	208,044.00	(88,044.00)	-73.4%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			328,044.00	328,044.00	225,221.89	328,044.00	0.00	0.0%
TOTAL EXPENDITURES			329,294.00	329,294.00	225,512.79	358,044.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	17,553.00	17,553.00	0.00	17,553.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			17,553.00	17,553.00	0.00	17,553.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources			0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			17,553.00	17,553.00	0.00	17,553.00		

Resource	Description	2017/18 Projected Year Totals
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	329,100.00	329,100.00	78,435.85	329,100.00	0.00	0.0%
5) TOTAL REVENUES			329,100.00	329,100.00	78,435.85	329,100.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	329,100.00	329,100.00	96,839.52	329,100.00	0.00	0.0%
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENSES			329,100.00	329,100.00	96,839.52	329,100.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	(18,403.67)	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	(18,403.67)	0.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00		0.00		
2) Ending Net Position, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	100.00	100.00	0.00	100.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	50.85	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	329,000.00	329,000.00	78,385.00	329,000.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			329,100.00	329,100.00	78,435.85	329,100.00	0.00	0.0%
TOTAL, REVENUES			329,100.00	329,100.00	78,435.85	329,100.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clencal, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	329,100.00	329,100.00	96,839.52	329,100.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			329,100.00	329,100.00	96,839.52	329,100.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			329,100.00	329,100.00	96,839.52	329,100.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a-b+e)			0.00	0.00	0.00	0.00		

Resource	Description	2017/18 Projected Year Totals
	Total, Restricted Net Position	<u>0.00</u>

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	47.00	47.00	47.00	42.41	(4.59)	-10%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	58.00	58.00	58.00	59.81	1.81	3%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	105.00	105.00	105.00	102.22	(2.78)	-3%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	113.50	113.50	113.50	113.50	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	8.46	8.46	8.46	9.65	1.19	14%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	121.96	121.96	121.96	123.15	1.19	1%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	226.96	226.96	226.96	225.37	(1.59)	-1%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	28,250.76	28,250.76	28,250.76	28,287.93	37.17	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February	
ACTUALS THROUGH THE MONTH OF (Enter Month Name)											
OCTOBER											
A. BEGINNING CASH			10,675,698.00	9,484,944.00	8,003,149.00	6,833,359.00	5,186,192.00	5,001,800.00	7,003,105.00	5,190,169.00	
B. RECEIPTS											
LCFF/Revenue Limit Sources											
Principal Apportionment	8010-8019		116,174.00	0.00	0.00	0.00	0.00	0.00	0.00	564,376.00	
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	4,194,737.00		0.00	
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Federal Revenue	8100-8299		0.00	0.00	0.00	0.00	6,080.00	150,000.00	150,000.00	184,353.00	
Other State Revenue	8300-8599		74,738.00	0.00	0.00	0.00	0.00	0.00	0.00	855,901.00	
Other Local Revenue	8600-8799		9,195.00	20.00	5,925.00	48,766.00	4,853.00	0.00	602,277.00	672,871.00	
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECEIPTS			200,108.00	20.00	5,925.00	48,766.00	10,933.00	4,344,737.00	752,277.00	2,277,501.00	
C. DISBURSEMENTS											
Certificated Salaries	1000-1999		243,417.00	656,098.00	581,215.00	564,888.00	571,053.00	564,888.00	571,053.00	797,495.00	
Classified Salaries	2000-2999		331,840.00	540,872.00	514,008.00	506,955.00	517,241.00	506,955.00	517,241.00	575,000.00	
Employee Benefits	3000-3999		193,277.00	360,915.00	344,585.00	338,048.00	344,146.00	344,146.00	400,000.00	400,000.00	
Books and Supplies	4000-4999		3,230.00	30,594.00	68,191.00	96,812.00	78,178.00	96,812.00	78,178.00	150,000.00	
Services	5000-5999		152,675.00	224,490.00	139,082.00	271,242.00	195,466.00	271,242.00	711,345.00	711,345.00	
Capital Outlay	6000-6599		13,928.00	0.00	43,005.00	24,386.00	53,231.00	24,386.00	53,231.00	82,817.00	
Other Outgo	7000-7499		0.00	0.00	0.00	6,516.00	0.00	0.00	0.00	0.00	
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL DISBURSEMENTS			938,367.00	1,812,969.00	1,690,086.00	1,809,847.00	1,760,315.00	1,808,428.00	2,331,048.00	2,716,657.00	
D. BALANCE SHEET ITEMS											
<u>Assets and Deferred Outflows</u>											
Cash Not In Treasury	9111-9199										
Accounts Receivable	9200-9299		171,001.00	454,356.00	482,542.00	45,719.00	1,483,923.00	75,425.00	111,478.00	(990.00)	
Due From Other Funds	9310										
Stores	9320										
Prepaid Expenditures	9330										
Other Current Assets	9340										
Deferred Outflows of Resources	9490										
SUBTOTAL			0.00	171,001.00	454,356.00	482,542.00	45,719.00	1,483,923.00	75,425.00	111,478.00	(990.00)
<u>Liabilities and Deferred Inflows</u>											
Accounts Payable	9500-9599		623,496.00	123,202.00	(31,829.00)	(67,195.00)	(81,067.00)	610,428.00	345,643.00	(85,776.00)	
Due To Other Funds	9610										
Current Loans	9640										
Unearned Revenues	9650										
Deferred Inflows of Resources	9690										
SUBTOTAL			0.00	623,496.00	123,202.00	(31,829.00)	(67,195.00)	(81,067.00)	610,428.00	345,643.00	(85,776.00)
<u>Nonoperating</u>											
Suspense Clearing	9910										
TOTAL BALANCE SHEET ITEMS			0.00	(452,495.00)	331,154.00	514,371.00	112,914.00	1,564,990.00	(535,003.00)	(234,165.00)	84,786.00
E. NET INCREASE/DECREASE (B - C + D)			(1,180,754.00)	(1,481,795.00)	(1,169,790.00)	(1,647,167.00)	(184,392.00)	2,001,305.00	(1,812,936.00)	(354,370.00)	
F. ENDING CASH (A + E)			9,484,944.00	8,003,149.00	6,833,359.00	5,186,192.00	5,001,800.00	7,003,105.00	5,190,169.00	4,835,799.00	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS											

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name)		OCTOBER							
A. BEGINNING CASH		4,835,799.00	6,553,437.00	10,147,596.00	10,078,195.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment									
Property Taxes									
Miscellaneous Funds									
Federal Revenue									
Other State Revenue									
Other Local Revenue									
Interfund Transfers In									
All Other Financing Sources									
TOTAL RECEIPTS		4,542,435.00	6,262,306.00	2,689,566.00	2,612,371.52	2,000,000.00	0.00	25,726,945.52	25,726,945.52
C. DISBURSEMENTS									
Certificated Salaries									
Classified Salaries									
Employee Benefits									
Books and Supplies									
Services									
Capital Outlay									
Other Outgo									
Interfund Transfers Out									
All Other Financing Uses									
TOTAL DISBURSEMENTS		2,700,059.00	2,572,025.00	2,460,192.00	3,711,209.11	0.00	0.00	26,310,203.11	26,310,203.11
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not in Treasury								0.00	
Accounts Receivable								3,230,431.00	
Due From Other Funds								0.00	
Stores								0.00	
Prepaid Expenditures								0.00	
Other Current Assets								0.00	
Deferred Outflows of Resources								0.00	
SUBTOTAL		(3,210.00)	25,456.00	(24,325.00)	409,056.00	0.00	0.00	3,230,431.00	
Liabilities and Deferred Inflows									
Accounts Payable								1,997,165.00	
Due To Other Funds								0.00	
Current Loans								0.00	
Unearned Revenues								0.00	
Deferred Inflows of Resources								0.00	
SUBTOTAL		121,528.00	121,578.00	254,450.00	62,707.00	0.00	0.00	1,997,165.00	
Nonoperating									
Suspense Clearing								0.00	
TOTAL BALANCE SHEET ITEMS		(124,738.00)	(96,122.00)	(278,775.00)	346,349.00	0.00	0.00	1,233,266.00	
E. NET INCREASE/DECREASE (B - C + D)		1,717,638.00	3,594,159.00	(69,401.00)	(752,488.59)	2,000,000.00	0.00	650,008.41	(583,257.59)
F. ENDING CASH (A + E)		6,553,437.00	10,147,596.00	10,078,195.00	9,325,706.41				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								11,325,706.41	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2018-19 Projection (C)	% Change (Cols. E-C/C) (D)	2019-20 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)						
		28,287.93	0.00%	28,287.93	0.00%	28,287.93
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	4,836,094.00	1.09%	4,888,692.00	2.19%	4,995,630.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	82,320.00	0.00%	82,320.00	0.00%	82,320.00
4. Other Local Revenues	8600-8799	1,138,905.95	-1.39%	1,123,080.00	0.00%	1,123,080.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		6,057,319.95	0.61%	6,094,092.00	1.75%	6,201,030.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,344,071.00		1,364,232.00
b. Step & Column Adjustment				20,161.00		20,464.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,344,071.00	1.50%	1,364,232.00	1.50%	1,384,696.00
2. Classified Salaries						
a. Base Salaries				3,182,975.00		3,230,720.00
b. Step & Column Adjustment				47,745.00		48,460.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,182,975.00	1.50%	3,230,720.00	1.50%	3,279,180.00
3. Employee Benefits	3000-3999	1,599,094.00	7.43%	1,717,892.00	7.17%	1,841,072.00
4. Books and Supplies	4000-4999	345,152.00	0.00%	345,152.00	0.00%	345,152.00
5. Services and Other Operating Expenditures	5000-5999	651,860.00	3.75%	676,315.00	6.19%	718,146.00
6. Capital Outlay	6000-6999	826,277.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	6,516.00	0.00%	6,516.00	0.00%	6,516.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,437,255.00)	-9.18%	(1,305,283.00)	-6.33%	(1,222,615.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	17,553.00	0.00%	17,553.00	0.00%	17,553.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		6,536,243.00	-7.39%	6,053,097.00	5.23%	6,369,700.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(478,923.05)		40,995.00		(168,670.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		8,207,646.51		7,728,723.46		7,769,718.46
2. Ending Fund Balance (Sum lines C and D1)		7,728,723.46		7,769,718.46		7,601,048.46
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	155,061.00		155,061.00		155,061.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	6,784,356.34		6,865,540.39		6,738,775.80
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	789,306.09		749,117.07		707,211.66
2. Unassigned/Unappropriated	9790	0.03		0.00		0.00
f. Total Components of Ending Fund Balance		7,728,723.46		7,769,718.46		7,601,048.46
(Line D3f must agree with line D2)						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2018-19 Projection (C)	% Change (Cols. E-C/C) (D)	2019-20 Projection (E)
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	789,306.09		749,117.07		707,211.66
c. Unassigned/Unappropriated	9790	0.03		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		789,306.12		749,117.07		707,211.66
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2018-19 Projection (C)	% Change (Cols. E-C/C) (D)	2019-20 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	6,312,970.00	0.00%	6,312,970.00	0.00%	6,312,970.00
2. Federal Revenues	8100-8299	4,558,712.00	-0.33%	4,543,842.00	0.00%	4,543,842.00
3. Other State Revenues	8300-8599	5,594,754.00	-21.09%	4,414,757.00	-21.57%	3,462,317.00
4. Other Local Revenues	8600-8799	3,203,189.57	0.00%	3,203,190.00	-28.97%	2,275,110.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		19,669,625.57	-6.07%	18,474,759.00	-10.18%	16,594,239.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				5,750,392.00		5,152,259.00
b. Step & Column Adjustment				74,823.00		77,284.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(672,956.00)		(192,127.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,750,392.00	-10.40%	5,152,259.00	-2.23%	5,037,416.00
2. Classified Salaries						
a. Base Salaries				3,187,364.00		3,235,174.00
b. Step & Column Adjustment				47,810.00		48,528.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						(109,179.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,187,364.00	1.50%	3,235,174.00	-1.87%	3,174,523.00
3. Employee Benefits	3000-3999	3,941,440.10	2.85%	4,053,897.00	8.65%	4,404,692.00
4. Books and Supplies	4000-4999	696,009.00	-14.92%	592,163.00	-34.60%	387,265.00
5. Services and Other Operating Expenditures	5000-5999	4,811,264.01	-2.40%	4,695,818.00	-33.27%	3,133,393.00
6. Capital Outlay	6000-6999	106,118.00	-63.47%	38,760.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,218,380.00	-10.83%	1,086,408.00	-7.61%	1,003,740.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	62,993.00	0.00%	62,993.00	0.00%	62,993.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		19,773,960.11	-4.33%	18,917,472.00	-9.06%	17,204,022.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(104,334.54)		(442,713.00)		(609,783.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,353,647.74		2,249,313.20		1,806,600.20
2. Ending Fund Balance (Sum lines C and D1)		2,249,313.20		1,806,600.20		1,196,817.20
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	2,249,313.23		1,806,600.20		1,196,817.20
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(0.03)		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		2,249,313.20		1,806,600.20		1,196,817.20

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2018-19 Projection (C)	% Change (Cols. E-C/C) (D)	2019-20 Projection (E)
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Elimination of the ERMHS in 18-19; several grants ending prior to 19-20						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2018-19 Projection (C)	% Change (Cols. E-C/C) (D)	2019-20 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)						
		28,287.93	0.00%	28,287.93	0.00%	28,287.93
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	11,149,064.00	0.47%	11,201,662.00	0.95%	11,308,600.00
2. Federal Revenues	8100-8299	4,558,712.00	-0.33%	4,543,842.00	0.00%	4,543,842.00
3. Other State Revenues	8300-8599	5,677,074.00	-20.79%	4,497,077.00	-21.18%	3,544,637.00
4. Other Local Revenues	8600-8799	4,342,095.52	-0.36%	4,326,270.00	-21.45%	3,398,190.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		25,726,945.52	-4.50%	24,568,851.00	-7.22%	22,795,269.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				7,094,463.00		6,516,491.00
b. Step & Column Adjustment				94,984.00		97,748.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(672,956.00)		(192,127.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,094,463.00	-8.15%	6,516,491.00	-1.45%	6,422,112.00
2. Classified Salaries						
a. Base Salaries				6,370,339.00		6,465,894.00
b. Step & Column Adjustment				95,555.00		96,988.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		(109,179.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,370,339.00	1.50%	6,465,894.00	-0.19%	6,453,703.00
3. Employee Benefits	3000-3999	5,540,534.10	4.17%	5,771,789.00	8.21%	6,245,764.00
4. Books and Supplies	4000-4999	1,041,161.00	-9.97%	937,315.00	-21.86%	732,417.00
5. Services and Other Operating Expenditures	5000-5999	5,463,124.01	-1.67%	5,372,133.00	-28.31%	3,851,539.00
6. Capital Outlay	6000-6999	932,395.00	-95.84%	38,760.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	6,516.00	0.00%	6,516.00	0.00%	6,516.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(218,875.00)	0.00%	(218,875.00)	0.00%	(218,875.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	80,546.00	0.00%	80,546.00	0.00%	80,546.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		26,310,203.11	-5.09%	24,970,569.00	-5.59%	23,573,722.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(583,257.59)		(401,718.00)		(778,453.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		10,561,294.25		9,978,036.66		9,576,318.66
2. Ending Fund Balance (Sum lines C and D1)		9,978,036.66		9,576,318.66		8,797,865.66
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	155,061.00		155,061.00		155,061.00
b. Restricted	9740	2,249,313.23		1,806,600.20		1,196,817.20
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	6,784,356.34		6,865,540.39		6,738,775.80
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	789,306.09		749,117.07		707,211.66
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,978,036.66		9,576,318.66		8,797,865.66

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2018-19 Projection (C)	% Change (Cols. E-C/C) (D)	2019-20 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	789,306.09		749,117.07		707,211.66
c. Unassigned/Unappropriated	9790	0.03		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.03)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		789,306.09		749,117.07		707,211.66
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?						
	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		15,049,695.00		15,049,695.00		15,049,695.00
2. County Office's Total Expenditures and Other Financing Uses Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)						
		26,310,203.11		24,970,569.00		23,573,722.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		26,310,203.11		24,970,569.00		23,573,722.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		26,310,203.11		24,970,569.00		23,573,722.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 8 for calculation details)						
		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		789,306.09		749,117.07		707,211.66
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 8 for calculation details)						
		587,000.00		587,000.00		587,000.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		789,306.09		749,117.07		707,211.66
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected County Operations Grant average daily attendance (ADA) has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption. Projected ADA for county operated programs has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption.

County Office ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the County Office's ADA Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise enter data into the first column for all fiscal years. If Form MYPI exists, County Operations Grant ADA will be extracted for the two subsequent years; otherwise enter this data. First Interim Projected Year Totals data for Current Year are extracted; enter data for the remaining two subsequent years into the second column.

Program / Fiscal Year	Estimated Funded ADA		Percent Change	Status
	Budget Adoption Budget (Form 01CS, Item 1B-2)	First Interim Projected Year Totals (Form AI) (Form MYPI)		
County and Charter School Alternative Education Grant ADA (Form A/AI, Lines B1d and C2d)				
Current Year (2017-18)	105.00	102.22	-2.6%	Not Met
1st Subsequent Year (2018-19)	93.00	93.00	0.0%	Met
2nd Subsequent Year (2019-20)	93.00	93.00	0.0%	Met
District Funded County Program ADA (Form A/AI, Line B2g)				
Current Year (2017-18)	121.96	123.15	1.0%	Met
1st Subsequent Year (2018-19)	121.96	121.96	0.0%	Met
2nd Subsequent Year (2019-20)	121.96	121.96	0.0%	Met
County Operations Grant ADA (Form A/AI, Line B5)				
Current Year (2017-18)	28,250.76	28,287.93	0.1%	Met
1st Subsequent Year (2018-19)	28,250.76	28,287.93	0.1%	Met
2nd Subsequent Year (2019-20)	28,250.76	28,287.93	0.1%	Met
Charter School ADA and Charter School Funded County Program ADA (Form A/AI, Lines C1 and C3f)				
Current Year (2017-18)	0.00	0.00	0.0%	Met
1st Subsequent Year (2018-19)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2019-20)	0.00	0.00	0.0%	Met

1B. Comparison of County Office ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ADA for County Operations Grant or county operated programs has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Alternative Education ADA is down slightly as of First Interim.

2. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue, for any of the current fiscal year or two subsequent fiscal years, has not changed by more than two percent since budget adoption.

County Office LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption (Form 01CS, Item 2C)	First Interim Projected Year Totals		
	Current Year (2017-18)	11,358,174.00		
1st Subsequent Year (2018-19)	11,260,743.00	11,448,116.00	1.7%	Met
2nd Subsequent Year (2019-20)	11,377,126.00	11,555,054.00	1.6%	Met

2B. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - LCFF revenue has not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

3. CRITERION: Salaries and Benefits

STANDARD: Projected total salaries and benefits for any of the current fiscal year or two subsequent fiscal years has not changed by more than five percent since budget adoption.

County Office Salaries and Benefits Standard Percentage Range: -5.0% to +5.0%

3A. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted. If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; otherwise, enter this data.

Fiscal Year	Salaries and Benefits		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01, Objects 1000-3999) (Form 01CS, Item 3B)	Projected Year Totals (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)		
Current Year (2017-18)	18,924,447.00	19,005,336.10	0.4%	Met
1st Subsequent Year (2018-19)	19,359,756.00	18,754,174.00	-3.1%	Met
2nd Subsequent Year (2019-20)	19,919,362.00	19,121,579.00	-4.0%	Met

3B. Comparison of County Office Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Total salaries and benefits have not changed since budget adoption by more than the standard for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating) for any of the current fiscal year or two subsequent fiscal years have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

County Office's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
County Office's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

4A. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 4B)	First interim Projected Year Totals (Fund 01/Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (MYPI, Line A2)				
Current Year (2017-18)	4,298,844.00	4,558,712.00	6.0%	Yes
1st Subsequent Year (2018-19)	4,298,844.00	4,543,842.00	5.7%	Yes
2nd Subsequent Year (2019-20)	4,298,844.00	4,543,842.00	5.7%	Yes

Explanation:
(required if Yes)

Title I Part A \$32,104, Homeless Grant \$37,638, Title II \$5,617, CAMSP \$6,309, Headstart \$78,689, EHS \$50,423

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2017-18)	4,138,741.00	5,677,074.00	37.2%	Yes
1st Subsequent Year (2018-19)	4,015,438.00	4,497,077.00	12.0%	Yes
2nd Subsequent Year (2019-20)	3,919,627.00	3,544,637.00	-9.6%	Yes

Explanation:
(required if Yes)

Career Tech Ed \$1,165,573, College Readiness \$75,000, TUPE 6-12 \$183,000, TUPE Admin \$8,808, Improv Sys of Support \$35,000, Foster Youth \$36,725, Environmental Ed \$34,227

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2017-18)	3,665,926.00	4,342,095.52	18.4%	Yes
1st Subsequent Year (2018-19)	3,736,668.00	4,326,270.00	15.8%	Yes
2nd Subsequent Year (2019-20)	4,004,204.00	3,398,190.00	-15.1%	Yes

Explanation:
(required if Yes)

CTE Teach MOU \$23,325, CA Career Pathways \$477,119, C&I MOUS \$115,033, County Operations Revenue \$60,693

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2017-18)	712,771.00	1,041,161.00	46.1%	Yes
1st Subsequent Year (2018-19)	642,771.00	937,315.00	45.8%	Yes
2nd Subsequent Year (2019-20)	636,141.00	732,417.00	15.1%	Yes

Explanation:
(required if Yes)

With increased revenues, additional expenditures will be incurred

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2017-18)	3,696,433.00	5,463,124.01	47.8%	Yes
1st Subsequent Year (2018-19)	3,521,777.00	5,372,133.00	52.5%	Yes
2nd Subsequent Year (2019-20)	3,446,009.00	3,851,539.00	11.8%	Yes

Explanation:
(required if Yes)

With increased revenues, additional expenditures will be incurred

4B. Calculating the County Office's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenues (Section 4A)				
Current Year (2017-18)	12,103,511.00	14,577,881.52	20.4%	Not Met
1st Subsequent Year (2018-19)	12,050,950.00	13,367,189.00	10.9%	Not Met
2nd Subsequent Year (2019-20)	12,222,675.00	11,486,669.00	-6.0%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 4A)				
Current Year (2017-18)	4,409,204.00	6,504,285.01	47.5%	Not Met
1st Subsequent Year (2018-19)	4,164,548.00	6,309,448.00	51.5%	Not Met
2nd Subsequent Year (2019-20)	4,082,150.00	4,583,956.00	12.3%	Not Met

4C. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4A if the status in Section 4B is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 4A
if NOT met)

Title I Part A \$32,104, Homeless Grant \$37,638, Title II \$5,617, CAMSP \$6,309, Headstart \$78,689, EHS \$50,423

Explanation:

Other State Revenue
(linked from 4A
if NOT met)

Career Tech Ed \$1,165,573, College Readiness \$75,000, TUPE 6-12 \$183,000, TUPE Admin \$8,808, Improv Sys of Support \$35,000, Foster Youth \$36,725, Environmental Ed \$34,227

Explanation:

Other Local Revenue
(linked from 4A
if NOT met)

CTE Teach MOU \$23,325, CA Career Pathways \$477,119, C&I MOUS \$115,033, County Operations Revenue \$60,693

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4A above and will also display in the explanation box below.

Explanation:

Books and Supplies
(linked from 4A
if NOT met)

With increased revenues, additional expenditures will be incurred

Explanation:

Services and Other Exps
(linked from 4A
if NOT met)

With increased revenues, additional expenditures will be incurred

5. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75, as amended by AB 104 (Chapter 13, Statutes of 2015), effective 2017-18 to 2019-20 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: AB 104 (Chapter 13, Statutes of 2015) requires the county office to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum amount that is the greater of the following amounts:

- A. The lesser of three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year or the amount that the county office deposited into the account for the 2014-15 fiscal year; or
- B. Two percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution. Budget data that exist will be extracted; otherwise, enter budget data into lines 1 and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution		0.00	Not Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 5)		0.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998) |
| <input type="checkbox"/> | Other (explanation must be provided) |

Explanation:
(required if NOT met
and Other is marked)

6. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
County Office's Available Reserves Percentage (Criterion 8B, Line 9)	3.0%	3.0%	3.0%
County Office's Deficit Standard Percentage Levels (one-third of available reserves percentage):	1.0%	1.0%	1.0%

6B. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for deficit spending and reserves?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Current Year Projected Year Totals (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	15,049,695.00	15,049,695.00	15,049,695.00

6C. Calculating the County Office's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2017-18)	(478,923.05)	6,536,243.00	7.3%	Not Met
1st Subsequent Year (2018-19)	40,995.00	6,053,097.00	N/A	Met
2nd Subsequent Year (2019-20)	(168,670.00)	6,369,700.00	2.6%	Not Met

6D. Comparison of County Office Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

All deficit spending has been planned using carryover funding received in prior years. Programs are operated in the current year.

7. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected county school service fund balances will be positive at the end of the current fiscal year and two subsequent fiscal years.

7A-1. Determining if the County Office's County School Service Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance County School Service Fund Projected Year Totals (Form 011, Line F2)/(Form MYPI, Line D2)	Status
Current Year (2017-18)	9,978,036.66	Met
1st Subsequent Year (2018-19)	9,576,318.66	Met
2nd Subsequent Year (2019-20)	8,797,865.66	Met

7A-2. Comparison of the County Office's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected county school service fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected county school service fund cash balance will be positive at the end of the current fiscal year.

7B-1. Determining if the County Office's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance County School Service Fund (Form CASH, Line F, June Column)	Status
Current Year (2017-18)	9,325,706.41	Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected county school service fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$66,000 (greater of)	0	to \$5,865,999
4% or \$293,000 (greater of)	\$5,866,000	to \$14,662,999
3% or \$587,000 (greater of)	\$14,663,000	to \$65,989,000
2% or \$1,980,000 (greater of)	\$65,989,001	and over

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (EC Section 2574), rounded to the nearest thousand.

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 6B2b) if Criterion 6B, Line 1 is No:	26,310,203	24,970,569	23,573,722
County Office's Reserve Standard Percentage Level:	3%	3%	3%

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data are extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11) Plus: Special Education Pass-through (Criterion 6B, Line 2b if Criterion 6B, Line 1 is No)	26,310,203.11	24,970,569.00	23,573,722.00
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	26,310,203.11	24,970,569.00	23,573,722.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line A3 times Line A4)	789,306.09	749,117.07	707,211.66
6. Reserve Standard - by Amount (From percentage level chart above)	587,000.00	587,000.00	587,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	789,306.09	749,117.07	707,211.66

8B. Calculating the County Office's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except line 4)	Current Year Projected Year Totals (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	789,306.09	749,117.07	707,211.66
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.03	0.00	0.00
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	(0.03)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. County Office's Available Reserve Amount (Lines B1 thru B7)	789,306.09	749,117.07	707,211.66
9. County Office's Available Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	3.00%	3.00%	3.00%
County Office's Reserve Standard (Section 8A, Line 7):	789,306.09	749,117.07	707,211.66
Status:	Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your county office have ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your county office have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your county office have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the county school service fund budget.

County Office's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2017-18)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2018-19)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2019-20)	0.00	0.00	0.0%	0.00	Met
1b. Transfers In, County School Service Fund *					
Current Year (2017-18)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2018-19)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2019-20)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, County School Service Fund *					
Current Year (2017-18)	80,546.00	80,546.00	0.0%	0.00	Met
1st Subsequent Year (2018-19)	81,160.00	80,546.00	-0.8%	(614.00)	Met
2nd Subsequent Year (2019-20)	81,796.00	80,546.00	-1.5%	(1,250.00)	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the county school service fund operational budget?

No

* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the county school service fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

DATA ENTRY: If Budget Adoption (Form 01CS, Item S6A) data exist, long-term commitment data will be extracted and it will only be necessary to click the appropriate button for item 1b. Extracted data may be overwritten to update long-term commitment data in item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your county office have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C) Yes
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption? No
2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2017
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation	17	FD 01 & FD 25		5,785,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	10	FD 01; miscellaneous resources		125,064

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2017
TOTAL:				5,910,064

Type of Commitment (continued):	Prior Year (2016-17) Annual Payment (P & I)	Current Year (2017-18) Annual Payment (P & I)	1st Subsequent Year (2018-19) Annual Payment (P & I)	2nd Subsequent Year (2019-20) Annual Payment (P & I)
Capital Leases				
Certificates of Participation	316,494	328,044	337,944	351,368
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2016-17) Annual Payment (P & I)	Current Year (2017-18) Annual Payment (P & I)	1st Subsequent Year (2018-19) Annual Payment (P & I)	2nd Subsequent Year (2019-20) Annual Payment (P & I)
Total Annual Payments:	316,494	328,044	337,944	351,368
Has total annual payment increased over prior year (2016-17)?		Yes	Yes	Yes

S6B. Comparison of the County Office's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to
increase in total
annual payments)

The amounts provided above reflect the annual required payment per the COP repayment schedule. Therefore, the increase in costs from 16/17 to 17/18 is required and allocated.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)
- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?
- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

	Budget Adoption (Form 01CS, Item S7A)	First Interim
2. OPEB Liabilities		
a. OPEB actuarial accrued liability (AAL)	1,731,859.00	1,731,859.00
b. OPEB unfunded actuarial accrued liability (UAAL)	0.00	0.00
c. Are AAL and UAAL based on the county office's estimate or an actuarial valuation?	Actuarial	Actuarial
d. If based on an actuarial valuation, indicate the date of the OPEB valuation	Feb 08, 2016	Feb 08, 2016

	Budget Adoption (Form 01CS, Item S7A)	First Interim
3. OPEB Contributions		
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method		
Current Year (2017-18)	222,337.00	222,337.00
1st Subsequent Year (2018-19)	222,337.00	222,337.00
2nd Subsequent Year (2019-20)	222,337.00	222,337.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2017-18)	195,910.00	208,970.00
1st Subsequent Year (2018-19)	197,709.00	208,970.00
2nd Subsequent Year (2019-20)	200,674.00	208,970.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2017-18)	160,368.00	160,368.00
1st Subsequent Year (2018-19)	154,120.00	154,120.00
2nd Subsequent Year (2019-20)	149,302.00	149,302.00
d. Number of retirees receiving OPEB benefits		
Current Year (2017-18)	32	32
1st Subsequent Year (2018-19)	32	32
2nd Subsequent Year (2019-20)	32	32

4. Comments:

S7B. Identification of the County Office's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your county office operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 1b-4)

Yes
- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

No
- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

No

2. Self-Insurance Liabilities

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Accrued liability for self-insurance programs	1,103,033	1,103,033
b. Unfunded liability for self-insurance programs	1,050,641	1,050,641

3. Self-insurance Contributions

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2017-18)	67,150	67,150
1st Subsequent Year (2018-19)	67,150	67,150
2nd Subsequent Year (2019-20)	67,150	67,150
b. Amount contributed (funded) for self-insurance programs		
Current Year (2017-18)	67,150	67,150
1st Subsequent Year (2018-19)	67,150	67,150
2nd Subsequent Year (2019-20)	67,150	67,150

4. Comments:

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period
Were all certificated labor negotiations settled as of budget adoption?
If Yes, complete number of FTEs, then skip to section S8B.
If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2016-17)	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of certificated (non-management) full-time-equivalent (FTE) positions	106.2	106.2	106.2	106.2

1a. Have any salary and benefit negotiations been settled since budget adoption?
If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.
If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?
If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption
2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement: Begin Date: End Date:

4. Salary settlement:

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits	<input type="text" value="54,939"/>			
	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)	
6. Amount included for any tentative salary schedule increases	0	0	0	

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Yes	Yes	Yes
817,038	817,038	817,038
100.0%	100.0%	100.0%
0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
----	--	--

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Yes	Yes	Yes
83,644	84,899	85,679

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Yes	Yes	Yes
Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of County Office's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?
 If Yes, complete number of FTEs, then skip to section S8C.
 If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2016-17)	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of classified (non-management) FTE positions	121.6	121.6	121.6	121.6

1a. Have any salary and benefit negotiations been settled since budget adoption?
 If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.
 If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?
 If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement: Begin Date: End Date:

4. Salary settlement:

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

One Year Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>

or
Multiyear Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
6. Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Yes	Yes	Yes
961,788	961,788	961,788
100.0%	100.0%	100.0%

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

- Are any new costs negotiated since budget adoption for prior year settlements included in the interim?
If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Yes	Yes	Yes
89,545	90,888	92,457

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption?
If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2016-17)	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of management, supervisor, and confidential FTE positions	46.9	46.9	40.5	40.5

1a. Have any salary and benefit negotiations been settled since budget adoption?
If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete question 2.
If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?
If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?

No

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A8; Item A1 is automatically completed based on data from Criterion 7.

- A1. Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund? (Data from Criterion 7B-1, Cash Balance, are used to determine Yes or No)
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is the County Operations Grant ADA decreasing in both the prior and current fiscal years?
- A4. Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior or current fiscal year?
- A5. Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Does the county office have any reports that indicate fiscal distress?
(If Yes, provide copies to the CDE.)
- A8. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of County Office First Interim Criteria and Standards Review

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

SUBJECT: Yolo County Office of Education 2017-18 First Interim Budget Revision Report	AGENDA ITEM #: 4.6
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 checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Crissy Huey
<u>BACKGROUND:</u>	DATE: December 12, 2017

The report reflects variations in revenues and expenditures from the originally submitted budget to the first interim reporting period ending October 31, 2017.

RECOMMENDATION/COMMENTS: The Board is being asked to take action to approve the budget revision.

Yolo County Office of Education

1st Interim Budget Revision

2017/18

	Board Approved 7/1/2017	Proposed 1st Interim 10/31/2017	Variance \$
Revenue Limit	11,108,174	11,149,064	40,890
Federal	4,298,844	4,558,712	259,868
State	4,138,741	5,677,074	1,538,333
Local	3,665,926	4,342,096	676,170
Other Sources	0	0	0
Revenues	23,211,685	25,726,946	2,515,261
Certificated	7,044,614	7,094,463	49,849
Classified	6,313,277	6,370,339	57,062
Benefits	5,566,556	5,540,534	(26,022)
Supplies	712,771	1,041,161	328,390
Services	3,696,433	5,463,124	1,766,691
Capital Outlay	582,800	932,395	349,595
Other Outgo	(192,784)	(212,359)	(19,575)
Other Uses	80,546	80,546	0
Expenditures	23,804,213	26,310,203	2,505,990
Surplus/(Deficit)	(592,528)	(583,257)	9,271
Beginning Balance	10,561,294	10,561,294	0
Restatements	0	0	0
Ending Balance	9,968,766	9,978,037	9,271
Nonspendable	155,061	155,061	0
Restricted	1,930,543	2,749,976	819,433
Assigned	7,169,036	6,784,356	(384,680)
Unassigned:			
Designated	714,126	789,307	75,181
Undesignated	0	(500,663)	(500,664)

**2017-18 1st Interim Budget Revision
Budget Changes by Program/Object Code
Revenue Detail**

Description	Special Education	SELPA	Ed. Services	College & Career Readiness	Curriculum, Instruction, Intervention & Alternative Ed		Early Childhood Education	County Office Operations	Total
State Aid	0	0	0	0	0	0	0	EPA State Aid	-32,257 73,147
Total State Aid	0	0	0	0	0	0	0		40,890 40,890
Federal	Sp Ed Presch Acctability Sp Ed Alternative Dispute	8,561 46,543	0		Title I Part A Title I Part D Homeless Children Grant Title II Part A Teacher Quality CAMSP	32,104 -6,016 37,638 5,617 6,309	Head Start Early Head Start	78,689 50,423	0
Total Federal	0	55,104	0	0		75,652	129,112		0 259,868
State	0		0	Career Tech Ed Incentive College Readiness Blk Grant	1,165,573 75,000	TUPE Grade 6 -12 TUPE Admin Improved Sys of Academic Sp Foster Youth CA Reg Enviro Ed Environmental Education			\$ 183,000 \$ 8,808 \$ 35,000 \$ 36,725 \$ 1,500 32,727
Total State	0	0	0	1,240,573		297,760	0		0 1,538,333
Local	MOUs		0	CTE Teach MOU CA Career Pathways	23,325 477,119	Diploma Plus Stuart Foundation Grant Ed Tech RSDSS West Sacramento SEEP Project Solar Floodplain Institute		Leases & Rentals IT MOU Local Rev Friends of Art	1,228 48,000 4,318 7,147
Total Local	0	0	0	500,444		115,033	0		60,683 676,170
Total Revenues	0	55,104	0	1,741,017		488,445	129,112		101,583 2,515,261

2017-2018 1st Interim Budget Revision Budget Changes by Program/Object Code

Description/Program	Special Education	SELPA	Ed. Services	College & Career Readiness	Curriculum, Instruction, Intervention & Alt Ed.	Early Childhood Education	County Office Operations	Total
Revenues								
Revenue Limit	0	0	0	0	0	0	40,890	40,890
Federal Revenues	0	55,104	0	0	75,652	129,112	0	259,868
Other State Revenues	0	0	0	1,240,573	297,760	0	0	1,538,333
Local Revenues/Transf. In	0	0	0	500,444	115,033	0	60,693	676,170
Total Revenues	0	55,104	0	1,741,017	488,445	129,112	101,583	<u>2,515,261</u>
Expenditures								
Salaries and Benefits	-111,948	2,516	0	22,028	220,274	-116,607	64,626	80,889
Books & Supplies	27,093	2,181	0	128,298	39,779	21,265	109,774	328,390
Services/Operating	119,226	56,282	0	1,445,227	29,426	173,665	-57,135	1,766,691
Capital Outlay	0	0	0	38,760	4,496	42,972	263,367	349,595
Other Outgo/Transfers Out	0	8,007	0	24,765	30,094	7,817	-90,258	-19,575
Total Expenditures	34,371	68,986	0	1,659,078	324,069	129,112	290,374	<u>2,505,990</u>

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

SUBJECT: Call for County Nominations for California School Boards Association Delegate Assembly	AGENDA ITEM #: 4.7
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 type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Board Trustees
<u>BACKGROUND:</u>	DATE: December 12, 2017

Nomination and Candidate Biographical Sketch forms for CSBA’s Delegate Assembly are now being accepted until Sunday, January 7, 2018. All forms and information related to the election process are attached.

A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes. It is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name.

RECOMMENDATION/COMMENTS: That the Board determine whether or not to nominate someone within Region 6 to serve on CSBA’s Delegate Assembly.



COUNTY DELEGATES WHOSE TERM EXPIRES IN 2018

Nomination and Candidate Biographical Sketch forms are due by Sunday, January 7, 2018.

Below are the names of county regional Delegates whose terms expire in 2018. Only CSBA member county boards of education are eligible to nominate county board members within their geographical region for the regional county Delegate seat. All nominees must serve on CSBA and CCBE member county boards of education and must give their approval prior to being nominated to CSBA's Delegate Assembly and the California County Boards of Education (CCBE) Board of Directors. Regional county Delegates have a dual role and are automatically designated to also serve on the CCBE Board of Directors.

REGION 2 - Counties: Lassen, Modoc, Plumas, Shasta, Siskiyou, Trinity

Brenda Duchi (Siskiyou COE)

REGION 4 - Counties: Butte, Colusa, Glenn, Nevada, Placer, Sierra, Sutter, Tehama, Yuba

Suzanne Jones (Placer COE)

REGION 6 - Counties: Alpine, El Dorado, Mono, Sacramento, Yolo

Shelton Yip (Yolo COE)

REGION 8 - Counties: Amador, Calaveras, Merced, San Joaquin, Stanislaus, Tuolumne

Juliana Feriani (Tuolumne COE)

REGION 10 - Counties: Fresno, Kings, Madera, Mariposa,

Sara Wilkens (Madera COE)

REGION 12 - Counties: Kern, Tulare

Donald P. Cowan (Kern COE)

REGION 16 - County: Inyo, San Bernardino

Mark A. Sumpter (San Bernardino COE)

REGION 18 - County: Imperial, Riverside

Susan Manger (Imperial COE)

REGION 20 - County: Santa Clara

Rosemary Kamei (Santa Clara COE)

REGION 21 - County: Los Angeles

Doug Boyd (Los Angeles COE)



California School Boards Association

October 27, 2017

DEADLINE: Sunday, January 7, 2018
BOARD ACTION REQUIRED
Please deliver to all governing board members.

MEMORANDUM

To: All Board Presidents and Superintendents of CSBA Member County Boards of Education

From: Susan Henry, President

Copy: All COE Executive Assistants

Re: Call for CSBA Delegate Assembly Regional County Delegate Nominations
Due on Sunday, January 7, 2018

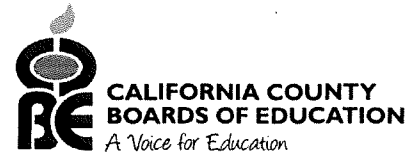
Each year, member boards elect representatives from 21 geographic regions to CSBA's Delegate Assembly. The Delegate Assembly is a vital link in the association's governance and sets the general policy direction for the association. Working with local districts, county offices, the Board of Directors, and Executive Committee, Delegates ensure that the association promotes the interests of school districts and county offices of education throughout the state. There are two required Delegate Assembly meetings each year. In 2018, the first meeting will be May 19-20 in Sacramento and the second one will be November 28-29 in San Francisco preceding CSBA's Annual Education Conference and Trade show.

CSBA regional county Delegates **comprise the California County Boards of Education (CCBE) Board of Directors** and serve a two-year term beginning April 1, 2018 through March 31, 2020. Enclosed is a memo from Amy Christianson, President of the California County Boards of Education (CCBE).

Nomination and candidate biographical sketch forms for CSBA's Delegate Assembly are now being accepted until **Sunday, January 7, 2018**. Nomination instructions are listed below:

- Only CSBA member county boards of education are eligible to nominate county board members within their geographical region for the county seat.
- All nominees must serve on CSBA member county boards of education and must give their approval prior to being nominated.
- All nominees must submit a one-page, single-sided, candidate biographical sketch form. An optional one-page, one-sided résumé may also be submitted but cannot be substituted for the biographical sketch form.
- All nomination materials must be postmarked by the U.S.P.S., faxed or emailed no later than **Sunday, January 7, 2018**. It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office by this due date. Late submissions will not be accepted.
- Ballots will be mailed by Thursday, February 1, 2018 and are due Thursday, March 15, 2018.

The enclosed nomination materials related to the nomination process are available to download at <https://www.csba.org/About/Leadership/ElectionToCsbaOffice/ElectiontotheDelegateAssembly.aspx>. For more information about the Delegate Assembly, please contact the Executive Office or Leanne Gosselin, lgosselin@csba.org or (800) 266-3382, ext. 3302. Thank you.



October 23, 2017

MEMORANDUM

TO: CCBE and CSBA Member County Boards of Education

FROM: Amy Christianson, CCBE President

SUBJECT: Nominations and Elections for CSBA County Delegate and CCBE Director

Per CSBA's President Susan Henry's memo, the call for nominations and appointments for CSBA's Delegate Assembly seats is now open. If elected, in addition to serving on CSBA's Delegate Assembly, CSBA regional county Delegates also serve as regional Directors for a two-year term on the California County Boards of Education (CCBE) Board of Directors.

CCBE is a statewide organization that is a section of CSBA and partners with it in providing educational leadership serving the unique needs of all county boards of education in California. Through advocacy, training, mentoring, marketing and communications, CCBE's mission is to serve and represent the county boards of education community by strengthening and promoting local governance, and enabling county boards to help every student succeed. It is the dynamic network of members maximizing education opportunities for all.

Members of the CCBE Board of Directors establish the vision, mission and goals for CCBE, and ensure that activities and programs remain focused on those goals and the issues identified in CCBE's policy platform. The CCBE Board of Directors is committed to serving an organization that is dedicated to equity and knowledge by being engaged, tenacious, and champions for education. Individuals who are committed and involved in providing educational leadership are needed.

CCBE Board of Director's roles and responsibilities include:

- Adopt CCBE's budget, policy platform, bylaws and standing rules.
- Provide two-way communication with local county board members and school districts.
- Select and endorse a candidate for the CSBA Director-at-Large, County position.
- Support and participate in CCBE's and CSBA's activities and events.

There are three meetings each year that CCBE Board of Directors are required to attend. In 2018, the first meeting is scheduled on May 20 following CSBA's Delegate Assembly meeting in West Sacramento, the second meeting will precede CCBE's Annual Conference in September, and the third meeting is scheduled on November 29 following CSBA's Delegate Assembly meeting in San Francisco.

For further information about CCBE, please go to www.theccbe.org or contact Charlyn Tuter, at ctuter@csba.org or (800) 266-3382 ext. 3281. Thank you.

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

SUBJECT: Head Start/Early Head Start Reports	AGENDA ITEM #: 4.8
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 Crissy Huey
<u>BACKGROUND:</u>	DATE: December 12, 2017

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: Tuesday , December 5, 2017				Report Outcomes for the month of November 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.	C7(4)	93.42%	4	4
					89.47%	4	4
					89.47%	4	4
2	EHS/State	Alyce Norman	6 wk. – 30 mos.	C24(7)	97.37%	3	3
					97.37%	4	4
					89.47%	4	4
3	EHS/State	Alyce Norman	24 – 36 mos.	C0(0)	88.41%	4	4
					87.50%	4	4
					100.00%	4	4
					86.05%	4	4
4	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C2(1)	N/A	49	43
SUB TOTAL				C33(12)	91.85%	88	82

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Lincoln	3 – 5	C71(33)	94.94%	16	16
2					93.13%	16	16
3					93.03%	16	16
4					95.00%	20	20
5					92.83%	20	20
6					94.58%	16	16
7	HS/State	Esparto	3 – 5	C1(1)	92.11%	20	20
1	HS/State	Valley Oak 1	3 - 5	C6(0)	90.42%	16	16
2	HS	Valley Oak 2	3 – 5	C3(0)	92.27%	19	19
10	HS/State	Elkhorn	3 – 5	C4(1)	86.25%	16	16
11	HS/State	Charter	3 – 5	C6(3)	87.84%	20	20
					93.09%	16	16
					89.33%	20	20
12	HS/State	Westfield	3 – 5	C4(2)	91.89%	20	20
1	HS/State	Plainfield	3-5	C1(1)	85.87%	16	16



Head Start / Early Head Start

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

SUB TOTAL	C96(41)	91.50%	267	266
------------------	----------------	---------------	------------	------------

TOTAL	C 129(53)	91.67%	355	349
--------------	------------------	---------------	------------	------------

CONSECUTIVE ABSENCES (4 OR MORE DAYS)

SITE NAME	NUMBER OF CONSECUTIVE ABSENCES OF THIS MONTH	ACTION PLAN CREATED (Y/N). THIS IS TO BE VERIFIED DURING MONTHLY MONITORING
ALYCE NORMAN		
CHARTER		
ELKHORN		
ESPARTO		
HOME-BASED		
LEMEN		
LINCOLN		
PLAINFIELD		
VALLEY OAK		
WESTFIELD		

Yolo County Office of Education Board of Education

Head Start/ Early Head Start/ State Preschool

Gail Nadal

December 2017 Overview

PROGRAM

- The Head Start program is currently going through our annual Self-Assessment. We have 5 teams of staff looking at all areas of our program operations to look at compliance issues in the area of enrollment, eligibility, supervision, children files and facilities and transportation. We will complete the assessment December 15th. This report is sent on to the Office of Head Start for review.
- We had 5 EHS staff attend the Zero to Three Conference in San Diego during November 29 – December 1st. Our team took responsibility during their breaks to help with the Resources for Infant Educators (RIE) booth at this conference. The teaching staff shared with participants how effective the RIE approach is with at risk infants and toddlers.
- We are preparing to write the grant application for the next QRIS funding that has been released by the CDE. We are elevating the QRIS plan to include our qualified teachers to begin to apply for the Mentor Teacher program, by CDE. Students in ECE classrooms would have the opportunity to spend time in quality classrooms through this program and we have many state preschool classrooms that meet the threshold.

POLICY COUNCIL

- The new Policy Council has all been trained, elections for officers have taken place and they are ready to take on the Governance for our Head start program. Our next Policy Council meeting will be Friday, January 27, 2018.

PLANNING

- With the New year starting soon, Head start will begin the process to write for the Head start grant which will be due on April 1st. We are delighted to have this opportunity to plan for the upcoming next 5 years of funding from the federal government.

**Executive Summary
2017/2018 Fiscal Year
November 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	\$ 2,850,552	\$ 170,292	\$ 965,290	\$ 1,000,061	\$ 885,200	33.86%	35.08%	31.05%
Early Head Start	\$ 1,107,920	\$ 66,437	\$ 389,703	\$ 411,403	\$ 306,814	35.17%	37.13%	27.69%
Head Start T&TA	\$ 33,692	\$ (129)	\$ 11,828	\$ 2,598	\$ 19,266	35.11%	7.71%	57.18%
Early Head Start T&TA	\$ 25,983	\$ (56)	\$ 5,032	\$ 617	\$ 20,335	19.37%	2.37%	78.26%
Total Grant	\$ 4,018,147	\$ 236,544	\$ 1,371,853	\$ 1,414,679	\$1,231,615	34.14%	35.21%	30.65%

Credit Cards	Monthly Expense
Visa	\$ 3,783.02
Wal-Mart	\$ 764.44
Nugget/Food 4 Less	\$ 1,105.73
Interstate Oil	\$ 383.92
Total Credit Card Expense	\$ 6,037.11

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

Calculation of In-Kind Contributions		
	Dollars Expended	
	Year-To-Date	In-Kind Required
Head Start:	\$ 965,290.09	\$ 241,322.52
Head Start T & TA:	\$ 11,828.35	\$ 2,957.09
Early Head Start:	\$ 389,702.61	\$ 97,425.65
Early Head Start T & TA:	\$ 5,031.74	\$ 1,257.94
Total	\$ 1,371,852.79	\$ 342,963.20
	Amount Required:	\$ 342,963.20
	Actual In-Kind:	\$ 425,062.28
	*Surplus/(Deficit):	\$ 82,099.08
If deficit: will be returned to Federal Government from unrestricted dollars		

CACFP Meal Reimbursement: October 2017			
	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast	2090	3657.5	\$ 358.85
AM Snacks		\$ -	\$ -
Lunch	3578	\$ 12,388.83	\$ 614.34
PM Snacks	3284	\$ 2,889.92	\$ -
	Total Reimbursement		\$ 19,909.44

**EARLY HEAD START
2017/2018
November**

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%	
					Year-to-date	Encumbered	Balance		
Revenues									
All Other Federal	1,057,497	0	1,057,497	188,506	188,506	0	868,991	82.17%	
Prior Year	50,423		50,423	0	50,423		0	0.00%	
Local Restricted	0	0	0		0		0		
Total Revenues	1,107,920	0	1,107,920	0	238,929	0	868,991	78.43%	
Expenditures									
Salaries	578,745	(40,040)	538,705	41,246	203,863	276,524	58,318	10.83%	
Benefits	209,604	(5,553)	204,051	12,491	61,487	86,202	56,363	27.62%	
Supplies	42,623	12,505	55,128	6,622	16,342	32,695	6,091	11.05%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	3,450	1,000	4,450	691	1,119	1,091	2,240	50.34%	
<i>Site Supplies</i>	39,173	11,505	50,678	5,931	15,223	31,604	3,851	7.60%	
Travel & Conference	17,080	1,036	18,116	1,697	4,046	7,458	6,613	36.50%	
Dues & Memberships	579	0	579	0	276	0	303	52.33%	
Insurance	4,200	0	4,200	0	0	0	4,200	100.00%	
Rentals, Leases, Repairs & Noncapitalized Improvements	2,300	0	2,300	0	4	546	1,750	76.09%	
Direct Costs for Transfer of Services	64,487	0	64,487	387	17,641	0	46,846	72.64%	
Professional/Contracted Services & Operating Expenditures	73,084	32,052	105,136	4,002	52,735	7,922	44,478	0.00%	
Intergovernmental Fees	1,500		1,500	(9)	246	57	1,197		
Indirect Costs	101,119	0	101,119	0	29,543	0	71,576	70.78%	
Tsfer to Cafe Fund	12,599	0	12,599	0	3,519	0	9,080	72.07%	
Total Expenditures	1,107,920	0	1,107,920	66,437	389,703	411,403	306,814	27.69%	

HEAD START
T & TA
2017/2018
November

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	33,692	0	33,692	8,249	8,249	0	25,443	75.52%	
Total Revenues	33,692	0	33,692	8,249	8,249	0	25,443	75.52%	
Expenditures									
Salaries	9,454	(5,800)	3,654	0	0	0	3,654	0.00%	
Benefits	1,722	0	1,722	0	0	0	1,722	0.00%	
Supplies	5,354	(3,584)	1,770	0	368	0	1,402	79.21%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,657	(1,137)	520	0	0	0	520	100.00%	
<i>Site Supplies</i>	3,697	(2,447)	1,250	0	368	0	882	70.56%	
Travel & Conference	10,340	4,836	15,176	(220)	8,720	2,598	3,858	25.42%	
Contracted Services	3,709	4,548	8,257	92	1,636	0	6,621	80.19%	
Indirect Costs	3,113	0	3,113	0	1,105	0	2,008	64.51%	
Total Expenditures	33,692	0	33,692	(129)	11,828	2,598	19,266	57.18%	

**HEAD START
2017/2018 BUDGET
November**

Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				% %
				Current	Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	2,771,863		2,771,863	429,274	429,274		2,342,589	84.51%
Prior Year	78,689		78,689		78,689		0	0.00%
Local Restricted	0		0	0	0		0	0.00%
Total Revenues	2,850,552	0	2,850,552	0	507,962	0	2,342,589	82.18%
Expenditures:								
Salaries	1,383,468	(51,345)	1,332,123	104,065	476,320	701,961	153,842	11.55%
Benefits	539,853	(9,669)	530,184	34,786	154,177	246,615	129,392	24.41%
Supplies	52,468	9,353	61,821	4,371	17,582	21,865	22,374	36.19%
Parent Activity Supplies & Food for Parent Meetings	6,696	1,000	7,696	194	689	3,621	3,386	44.00%
Site Supplies	45,772	8,353	54,125	4,177	16,893	18,244	18,988	35.08%
Travel & Conference	21,519	1,000	22,519	1,445	5,675	0	16,844	74.80%
Dues & Memberships	1,933	0	1,933	0	924	0	1,009	52.20%
Insurance	13,500	0	13,500	0	0	0	13,500	100.00%
Rentals, Leases, Repairs & Noncapitalized								
Improvements	8,900	0	8,900	38	125	1,828	6,948	78.06%
Direct Costs for Transfer of Services	375,224	0	375,224	1,693	121,633	0	253,591	67.58%
Professional/Contracted Services & Operating								
Expenditures	106,127	49,053	155,180	23,919	60,676	24,284	70,220	45.25%
Intergovernmental Fees	2,000	1,608	3,608	(26)	(3)	3,509	102	2.83%
Land Improvements	42,972	0	42,972	0	42,972	0	(0)	0.00%
Indirect Costs	252,194	0	252,194	0	67,882	0	184,312	73.08%
Tsfer to Cafe Fund	50,394	0	50,394	0	17,327	0	33,067	65.62%
Total Expenditures	2,850,552	0	2,850,552	170,292	965,290	1,000,061	885,200	31.05%

**EARLY HEAD START
T & TA
2017/2018 BUDGET
November**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	25,983	0	25,983	4,068	4,068	0	21,915	84.34%	
Total Revenues	25,983	0	25,983	4,068	4,068	0	21,915	84.34%	
Expenditures									
Salaries	6,940	(4,200)	2,740	0	0	0	2,740	0.00%	
Benefits	1,263	0	1,263	0	0	0	1,263	0.00%	
Supplies	4,558	(1,621)	2,937	0	314	0	2,624	89.33%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	<i>1,769</i>	<i>(350)</i>	<i>1,419</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1,419</i>	<i>100.00%</i>	
<i>Site Supplies</i>	<i>2,789</i>	<i>(1,271)</i>	<i>1,518</i>	<i>0</i>	<i>314</i>	<i>0</i>	<i>1,205</i>	<i>79.35%</i>	
Travel & Conference	7,681	3,112	10,793	(56)	3,302	617	6,874		
Contracted Services	3,140	2,709	5,849	0	946	0	4,903	83.82%	
Indirect Costs	2,401	0	2,401	0	470	0	1,931	80.42%	
			0						
Total Expenditures	25,983	0	25,983	(56)	5,032	617	20,335	78.26%	

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT
2017/2018
November**

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ 802.91
Center Supplies	\$ 1,074.84
TOTAL	\$ 1,877.75
Genet Telahun	
Travel/Conference	
Center Supplies	\$ 171.85
TOTAL	\$ 171.85
Amee Dowkes	
Travel/Conference	\$ 856.59
Center Supplies	\$ 13.47
TOTAL	\$ 870.06
Gustavo Melgoza	
Travel/Conference	\$ 863.36
Center Supplies	
TOTAL	\$ 863.36
VISA Grand Total	\$ 3,783.02
NUGGET/FOOD 4 LESS	\$ 1,105.73
INTERSTATE OIL	\$ 383.92
Wal Mart	\$ 764.44
TOTAL MONTHLY EXPENDITURES:	\$ 6,037.11 ****

**Credit card statements available upon request

**Headstart / Early Head Start
2017/2018 Fiscal Year
Administrative Percentage Calculation
November 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 2017 thru June 2018				
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	\$ 98,325.08	\$ 1,292.47

Step 2: Calculate maximum administrative expenses allowed for 15%

Federal Share	\$ 236,544.45	All Grants
Required 20 percent NFS	\$ 59,136.11	Non Federal Share
Total Approved Costs	<u>\$ 295,680.56</u>	
15% Administrative Cost Limitation	<u>\$ 44,352.08</u>	

Step 3: Identify total administrative expenses

Dual Facility Costs	\$ 1,292.47	Per Above Calculation in step 1
School Admin	\$ 18,242.72	Staff charged to Administration
General Admin	\$ 24,080.23	Indirect
Total	<u>\$ 43,615.42</u>	

Grant Expenditures	\$ 236,544.45
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 236,544.45</u>

Currently Charged Admin Costs	\$ 43,615.42
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 43,615.42</u>

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 15%

Calculation of Administrative Salaries

\$	11,768.99	Per Budget Report Object code 1xxx
\$	3,142.14	Per Budget Report Object code 2xxx
\$	4,000.10	Per Budget Report Object code 3xxx
\$	<u>18,911.23</u>	Total Salary Costs Charged to Admin
\$	18,911.23	Per Employer Paid Benefit History Report Pay Corrections
\$	<u>18,911.23</u>	

		Salary Costs that should be Program Support
\$	20,861.31	Total 1-6xxx admin costs from Budget Report
\$	1,736.51	Less 50% - Vanessa Quintana Program Support
\$	277.35	Less 50% Kathleen Glassman - Program Support
		Less 50% Cesar Silva - Program Support
		Less 50% Bonnie Fee - Program Support
\$	604.73	Less 50% Sue Lomax - Program Support
\$	-	
\$	-	
\$	18,242.72	Total Administrative Costs

**HEAD START/EARLY HEAD START
2017/2018 FISCAL YEAR
CALCULATION OF IN-KIND CONTRIBUTIONS**

Month	Year	Location									Grand Total
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak	W. Capitol/Elkhorn	
July	2017	\$ 6,077.51	\$ 528.74	\$ 2,317.83		\$ 560.32	\$ 2,621.22				\$ 12,105.62
August	2017	\$ 6,301.64	\$ 817.27	\$ 2,889.61	\$ 796.10	\$ 520.16	\$ 1,945.61	\$ 2,039.56	\$ 1,007.50	\$ 911.91	\$ 17,229.36
September	2017	\$ 322,143.06	\$ 1,005.70	\$ 3,798.14	\$ 736.03	\$ 433.90	\$ 3,517.15	\$ 6,416.63	\$ 2,038.11	\$ 2,070.58	\$ 342,159.30
October	2017	\$ 5,952.00									\$ 5,952.00
November	2017	\$ 5,952.00									\$ 5,952.00
December	2017	\$ 5,952.00									\$ 5,952.00
January	2018	\$ 5,952.00									\$ 5,952.00
February	2018	\$ 5,952.00									\$ 5,952.00
March	2018	\$ 5,952.00									\$ 5,952.00
April	2018	\$ 5,952.00									\$ 5,952.00
May	2018	\$ 5,952.00									\$ 5,952.00
June	2018	\$ 5,952.00									\$ 5,952.00
		\$ 388,090.21	\$ 2,351.71	\$ 9,005.58	\$ 1,532.13	\$ 1,514.38	\$ 8,083.98	\$ 8,456.19	\$ 3,045.61	\$ 2,982.49	\$ 425,062.28

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of August 31, 2017	In-Kind Required
Head Start:	965,290.09	241,322.52
Head Start T & TA:	11,828.35	2,957.09
Early Head Start:	389,702.61	97,425.65
Early Head Start T & TA:	5,031.74	1,257.94
Total:	1,371,852.79	342,963.20

Amount Required: 342,963.20
 Actual In-Kind: 425,062.28
 *Surplus/(Deficit): 82,099.08
 Surplus(Deficit): 82,099.08

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

**Child & Adult Care Food Program
Claim For Reimbursement Summary for October 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
Oct 2017	0	11/30/2017	11/30/2017	12/07/2017	Original

Child Care

	Free	Reduced	Base	Total
Enrollment Totals	157	0	0	157
Eligibility Percentages	100%	0%	0%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Lunch			
Free	887	3.2300	2,865.01
Reduced	0	2.8300	0.00
Base	0	0.3100	0.00
CIL	887	0.2325	206.23
Total	887		3,071.24

PM Snack			
Free	2,704	0.8800	2,379.52
Reduced	0	0.4400	0.00
Base	0	0.0800	0.00
Total	2,704		2,379.52

Head Start

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	2,090	1.7500	3,657.50
Reduced	0	1.4500	0.00
Base	0	0.3000	0.00
Total	2,090		3,657.50

Lunch			
Free	2,691	3.2300	8,691.93
Reduced	0	2.8300	0.00
Base	0	0.3100	0.00
CIL	2,691	0.2325	625.66
Total	2,691		9,317.59

PM Snack			
Free	580	0.8800	510.40
Reduced	0	0.4400	0.00
Base	0	0.0800	0.00
Total	580		510.40

Claim Reimbursement Total

18,936.25

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	2,090	\$0.1717	\$358.85
Total Lunches	3,578	\$0.1717	\$614.34
Total			\$973.19

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	18,104.36	831.89	973.19	19,909.44
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	18,104.36	831.89	973.19	19,909.44

Created By: kmagallanes on: 11/27/2017 2:12:17 PM Modified By: mcoombs on: 11/30/2017 1:43:52 PM

YOLO COUNTY BOARD OF EDUCATION

Letter of Transmittal to County Board

From the Superintendent

SUBJECT: Attendance Reports	AGENDA ITEM #: 4.9
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 & Sharon Holstege
	DATE: December 12, 2017

BACKGROUND:

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

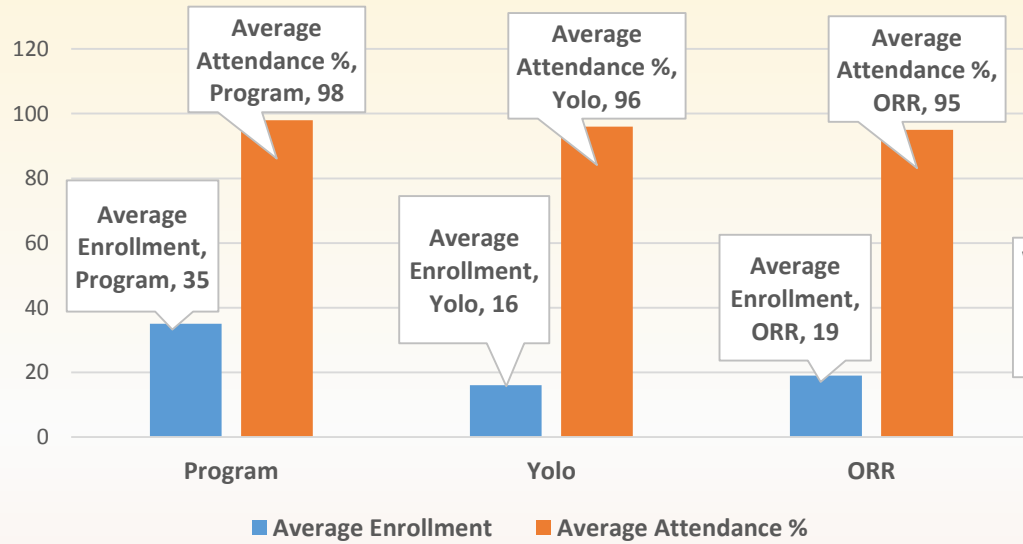
- (a) **Alternative Education**
- (b) **Special Education**

RECOMMENDATION/COMMENTS: For information.

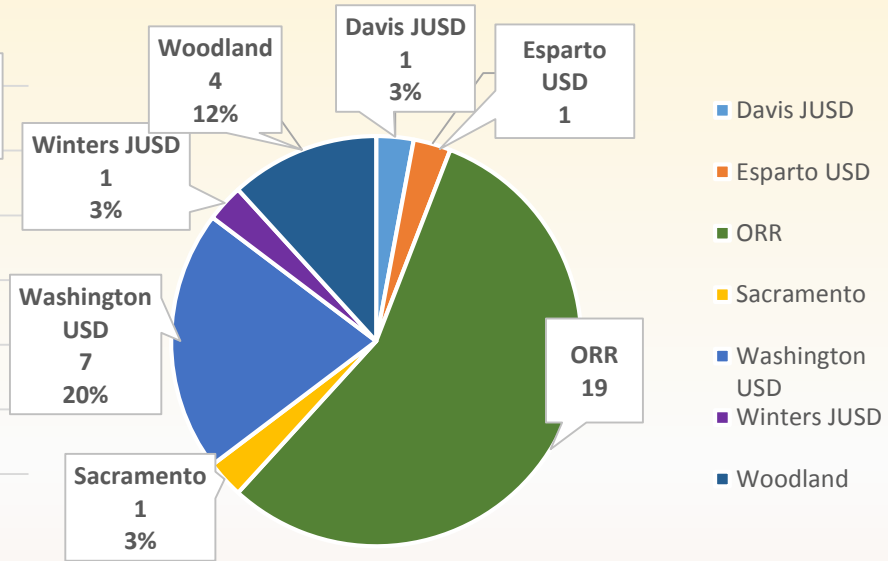
Dan Jacobs School November 2017

Average Enrollment and Attendance %

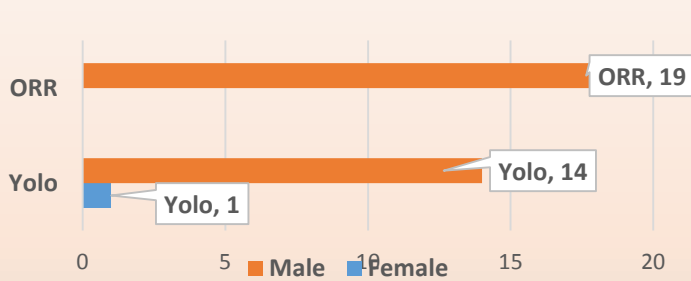
Attendance Period 7/1/2017 - 10/20/2017



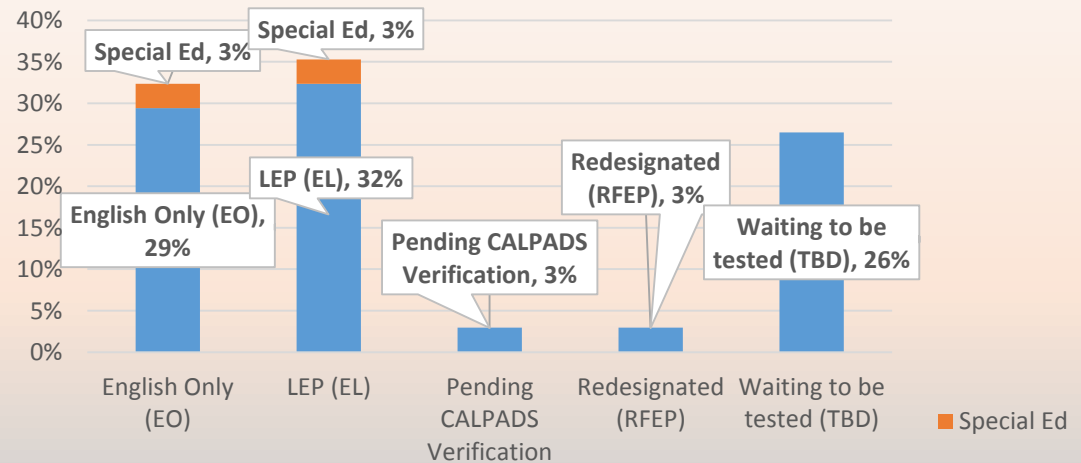
School District of Residence/Program



Gender

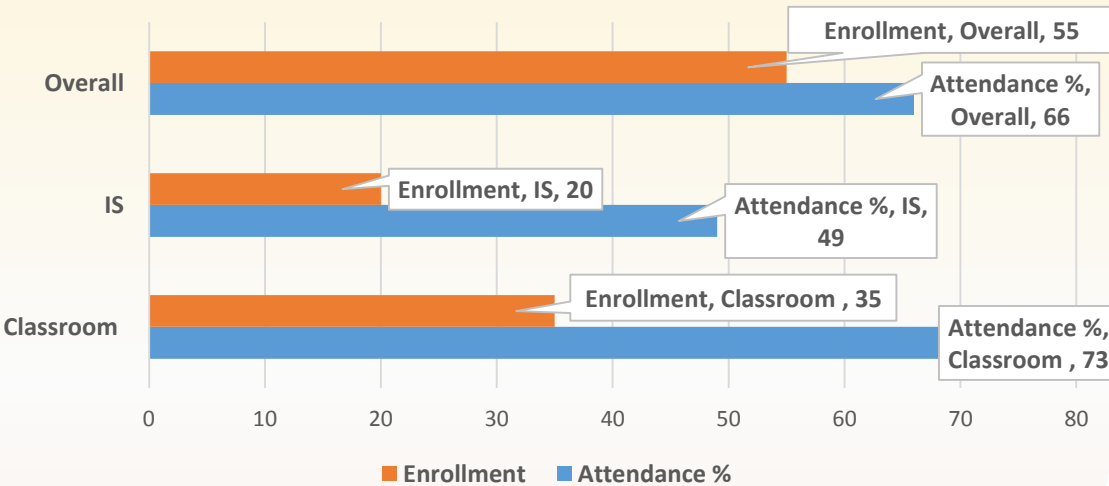


Language Fluency and Special Ed %

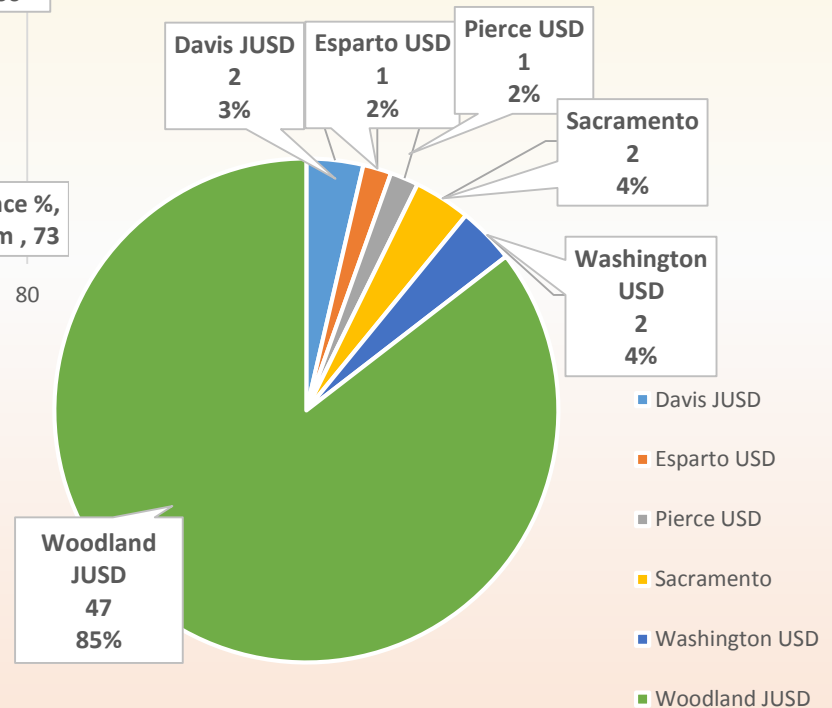


Cesar Chavez Community School – Woodland November 2017

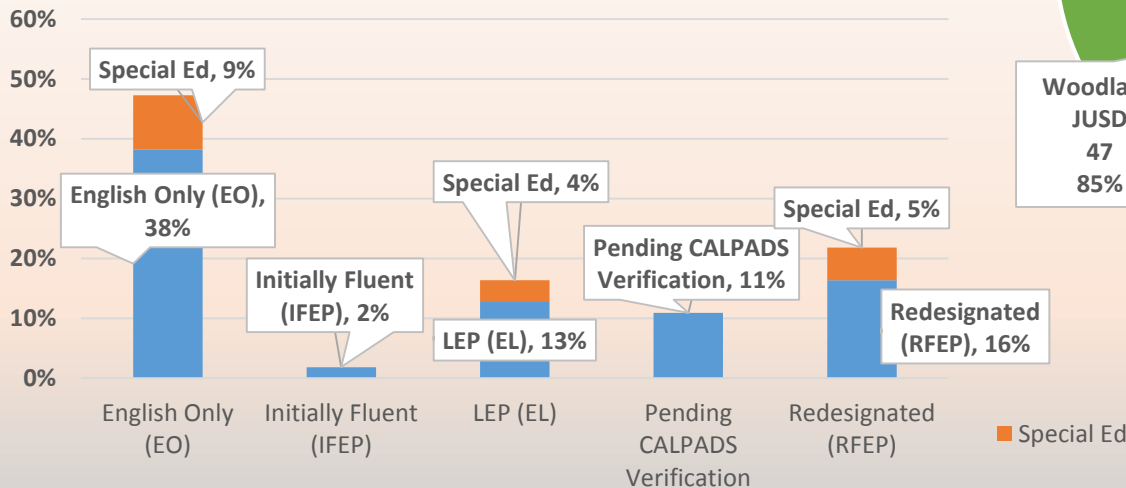
Enrollment and Average Attendance % Attendance Period Ending 11/8/2017



School District of Residence

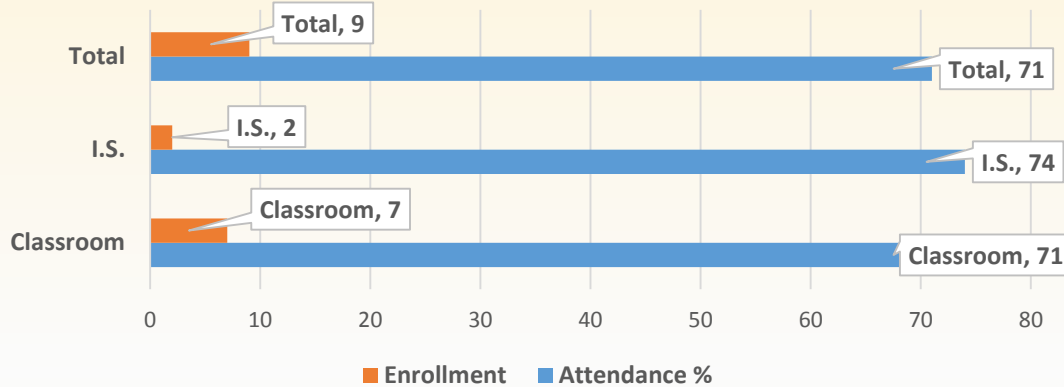


Language Fluency and Special Ed %

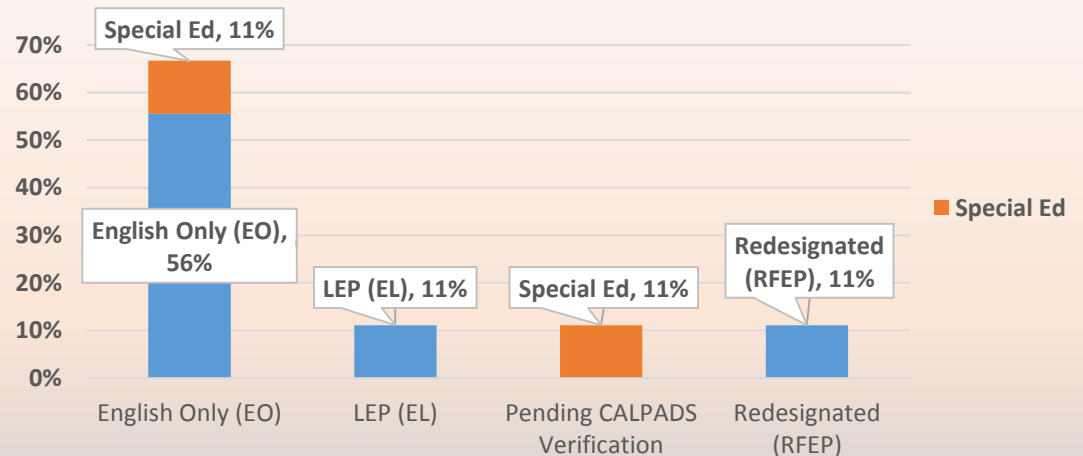


Cesar Chavez Community School – West Sac November 2017

Enrollment and Average Attendance % Attendance Period Ending 11/3/2017

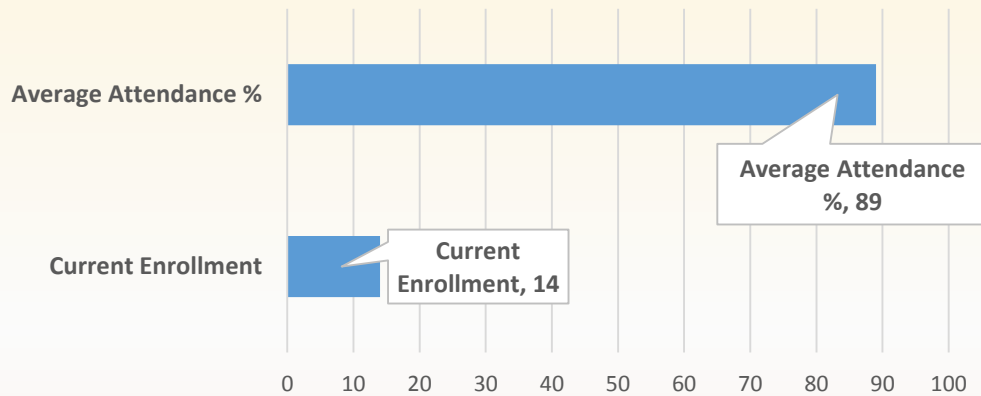


Language Fluency and Special Ed %

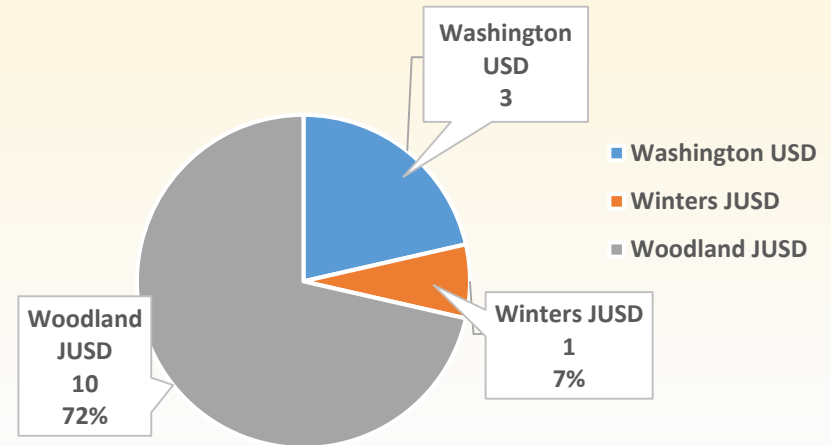


YCCP (Yolo County Conservation Partnership) November 2017

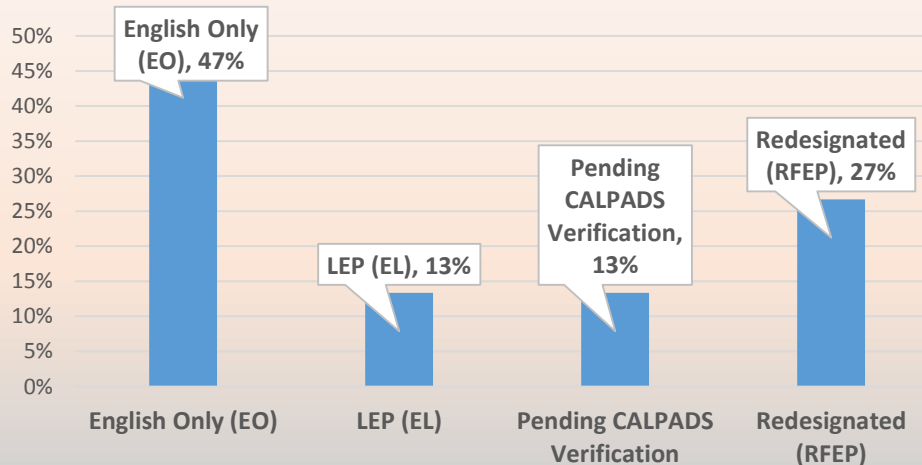
Enrollment & Attendance % Attendance Period Ending 11/8/2017



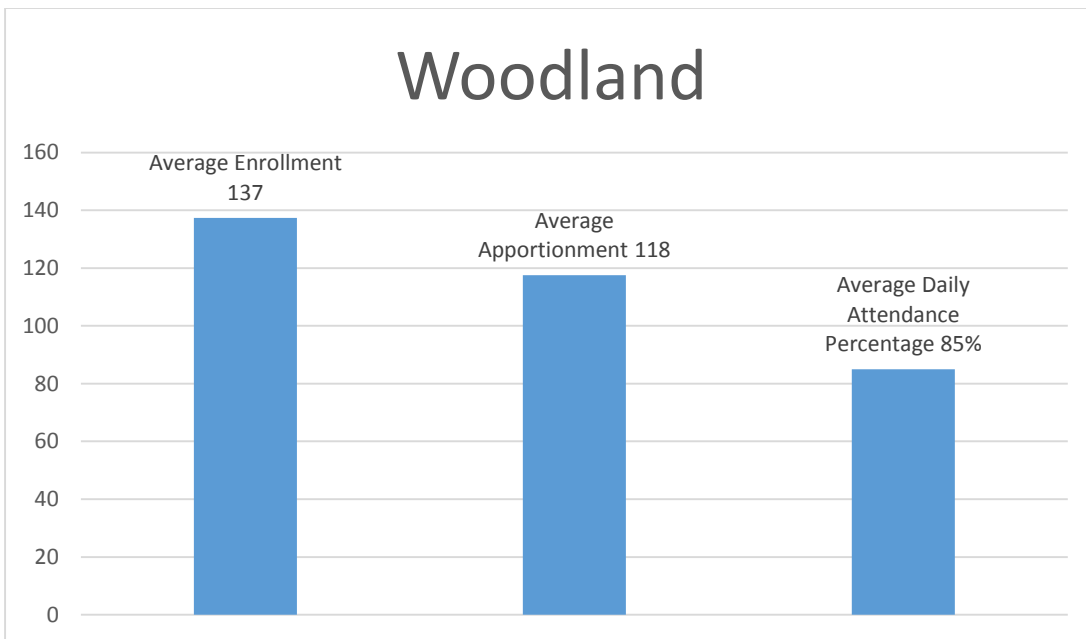
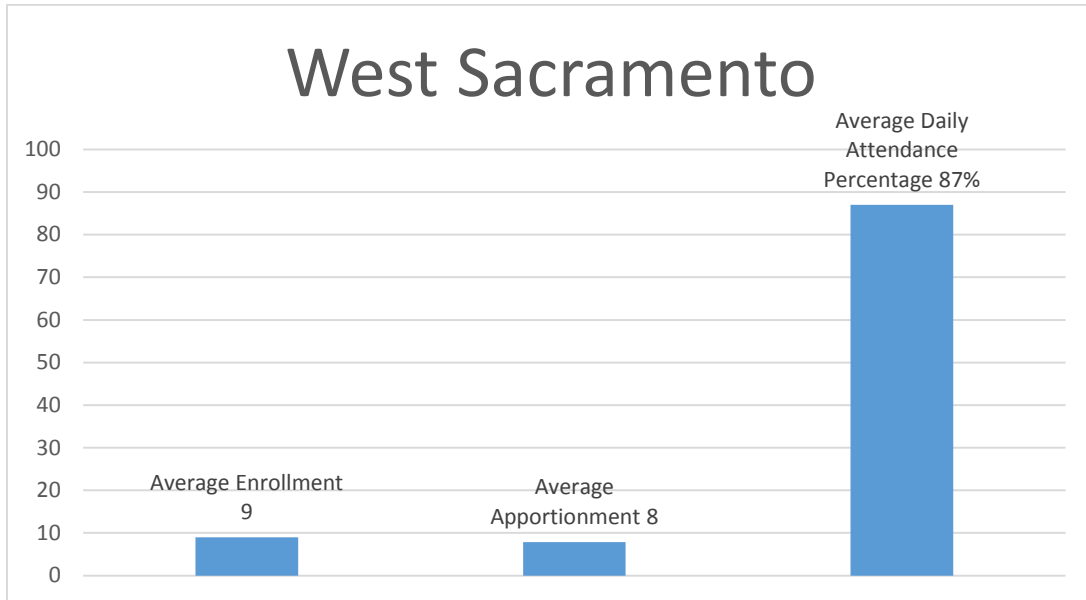
School District of Residence



Language Fluency % (No Special Ed Data to Report)



Special Education Attendance Report



YOLO COUNTY BOARD OF EDUCATION

Public Hearing for:

The Initial Proposal to the Superintendent from California School Employees Association (CSEA)

SUBJECT: Public Hearing	AGENDA ITEM #: 4.10
	DATE: December 12, 2017

A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Initial Proposal to the Yolo County Superintendent of Schools from the California School Employees Association (CSEA), Chapter #639, for 2017-18.

YOLO COUNTY BOARD OF EDUCATION

Letter of Transmittal to County Board

From the Superintendent

SUBJECT: Yolo County Superintendent Schools' Response and Initial Proposal to the California School Employees Association (CSEA), Chapter #639, for 2017-18	AGENDA ITEM #: 4.11
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: Jesse Ortiz, Ed.D.
BACKGROUND:	DATE: December 12, 2017

Collective Bargaining law requires that initial proposals for negotiations be provided for public input. Attached is the Yolo County Superintendent of Schools' response and initial proposal to the California School Employees Association (CSEA), Chapter #639, for 2017-18.

The Superintendent is using the Board meeting as a forum to publicly present the proposal. The Superintendent will order that the proposal be posted and set for public hearing at the 01-30-18 Board meeting.

RECOMMENDATION/COMMENTS: It is recommended that the Superintendent's response and initial proposal to the California School Employees Association (CSEA), Chapter #639, be posted and set for public hearing at the 01-30-18 meeting.

YOLO COUNTY OFFICE OF EDUCATION

**Response to Initial Proposal
From California School Employees Association
Yolo County Chapter #639
and
Initial Proposal of Superintendent
For Reopener Negotiations
For 2017-2018**

November 28, 2017

The Yolo County Office of Education (“Superintendent”) responds to the Initial Proposal of California School Employees Association, Chapter #639 (“CSEA”), and makes the following Initial Proposal for 2017-2018 reopener negotiations for Classified Employees.

Superintendent’s Response to CSEA’s Initial Proposal

1. Article 9 Pay and Allowances: YCOE is willing to discuss the Regular Rate of Pay (Section 9.1).
2. Article 11 Fringe Benefits: YCOE is willing to discuss the Paid Benefits for both full and part-time employees (Section 11.2 and 11.3).
3. YCOE is willing to discuss with CSEA all other articles set forth in CSEA’s initial Proposal.

Superintendent’s Initial Proposal

The Superintendent proposes to meet and negotiate with CSEA on the following matters for the 2017-2018 fiscal year.

1. Salary and benefits as identified above.

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 July, August, September 2017	AGENDA ITEM #: 4.12a
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: Deborah Bruns
<u>BACKGROUND:</u>	DATE: December 12, 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 July, August, September 2017***

December 1, 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 first quarterly report for fiscal year 2017-2018 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 April, May, and June, 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

Visited Elkhorn Village on September 8, 2017. No insufficiencies were found.

Riverbank Elementary School

Visited Riverbank on September 8, 2017. No insufficiencies were found.

Stonegate Elementary School

Visited Stonegate on September 7, 2017. No insufficiencies were found.

Westfield Village Elementary School

Visited Westfield Village on September 7, 2017. No insufficiencies were found.

Winters Joint Unified School District:

Waggoner Elementary School:

Visited Waggoner Elementary School on August 23, 2017. No insufficiencies were found.

Woodland Joint Unified School District:

Dingle Elementary School:

Visited Dingle Elementary School on September 12, 2017. No insufficiencies were found.

Freeman Elementary School:

Visited Freeman Elementary School on September 11, 2017. No insufficiencies were found.

Gibson Elementary School:

Visited Gibson Elementary School on September 15, 2017. No insufficiencies.

Ramón S. Tafoya Elementary School:

Visited Tafoya Elementary School on September 11, 2017. No insufficiencies.

Woodland Prairie Elementary School:

Visited Woodland Prairie Elementary School on September 13, 2017. No insufficiencies found.

School Facilities:

YCOE's Director of Support Operation Services (SOS) conducted a site facilities inspection using the State of California's Facility Inspection Tool (FIT) at each of the following sites:

Washington Unified School District:

Elkhorn Village Elementary School. *Visited Elkhorn Village Elementary School on September 8, 2017. School facility received an overall inspection rating: FAIR (86.96%).*

Comments: Elkhorn needs some work, but is still in good condition. It looks as a roofing contractor needs to take a look at a few rooms. I would not say the school fits under the "fair" description. If you repair the playground and take care of the electrical deficiencies (most are items in front of the 3' clearance required in front of an electrical panel), the score would be in the "good" section.

Riverbank Elementary School: *Visited Riverbank Elementary School on September 8, 2017. School facility received an overall inspection rating: FAIR (88.40%).*

Stonegate Elementary School: *Visited Stonegate Elementary School on September 7, 2017. School facility received an overall inspection rating: FAIR (89.96%).*

Comments: Great looking school. The rating is only .04% from "GOOD".

Westfield Village Elementary School: *Visited Westfield Village on September 7, 2017. School facility received an overall inspection rating: GOOD (90.97%).*

Winters Joint Unified School District:

Waggoner Elementary School: *Visited Waggoner Elementary School on August 23, 2017. School facility inspection rating: GOOD. (91.93%)*

Woodland Joint Unified School District:

Dingle Elementary: *Visited Dingle Elementary School September 12, 2017. School facility received an overall inspection rating: FAIR (79.92%).*

Comments: "An older school that does need some work due to its age."

Freeman Elementary: *Visited Freeman Elementary School on September 11, 2017.*

School facility received an overall inspection rating: FAIR (86.97%).

Gibson Elementary: *Visited Gibson Elementary School September 15, 2017.*

School facility received an overall inspection rating: GOOD (94.30%).

Comment: Overall a good-looking school. There are a few items that can be easily addressed.

Ramón S. Tafoya Elementary: *Visited Tafoya Elementary School on September 11, 2017.*

School facility received an overall inspection rating: FAIR (88.56%).

Woodland Prairie Elementary: *Visited Prairie Elementary School on September 13, 2017.*

School facility received an overall inspection rating: GOOD (91.66%)

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 from all five Yolo County districts showed:

Davis Joint Unified School District – No complaints

Esparto Unified School District – No complaints

Washington Unified School District – No complaints

Winters Joint Unified School District – One complaint, pending resolution

Woodland Joint Unified School District – Three complaints, all resolved

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	4	3	1
TOTALS	4	3	1

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

Sincerely,



Jesse Ortiz, Ed.D.
Superintendent

YOLO COUNTY BOARD OF EDUCATION

Letter of Transmittal to County Board

From the Superintendent

SUBJECT: Quarterly Report on Williams Uniform Complaints for YCOE Operated Schools Covering the Months of July, August, September 2017	AGENDA ITEM #: 4.12b
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: Deborah Bruns
<u>BACKGROUND:</u>	DATE: December 12, 2017

Statutory changes to the Williams Settlement as stated in California Education Code 35186 (d) requires that a school district report summarized data on the nature and resolution of all Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. Further, the summaries must be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report must include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses must be available as public records.

Education Code 35186 (a) states that a school district shall use the Uniform Complaint process it has adopted as required by Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations, with modifications, as necessary, to help identify and resolve any deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment,

The Quarterly Report on Williams Uniform Complaints Education Code 35186 is attached for Yolo County Office of Education operated schools.

RECOMMENDATION/COMMENTS: For information.

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

District: Yolo County Office of Education

Person completing this form: Deborah Brunś Title: Director, C&I

Quarterly Report Submission Date:
 (check one)

- October 2017
- January 2018
- April 2018
- July 2018

Date for information to be reported publicly at governing board meeting: 12/12/2017

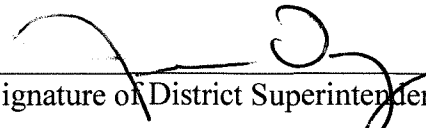
Please check the box that applies:

- 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	0	0	0
TOTALS	0	0	0

Jesse Ortiz, Ed.D.

Print Name of District Superintendent


 Signature of District Superintendent

12/5/17
 Date

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

SUBJECT: Annual Report on Yolo County Schools in Decile 1-3 2016-17	AGENDA ITEM #: 4.12c
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: Deborah Bruns
<u>BACKGROUND:</u>	DATE: December 12, 2017

Each year the County Superintendent of Schools must prepare a report that reflects 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. The attached letter fulfills that obligation.

RECOMMENDATION/COMMENTS: For information.

WILLIAMS LAWSUIT SETTLEMENT
**2016-2017 Annual Report for the Washington, Winters, and Woodland
School Districts for Three Required Areas and Optional Reporting of
Uniform Complaints Data and Related Audit Findings**

November 27, 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 annual 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 and reviews at the Washington Unified, Winters Joint Unified, and Woodland Joint Unified School Districts.

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 Elementary, Stonegate Elementary, Westfield Village Elementary, Waggoner Site for Winters 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” mean 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

Visited Elkhorn Village on September 6, 2016. Insufficient materials in 5th grade classroom. Textbooks were ordered and received in order to remedy issue as of September 12, 2016.

Riverbank Elementary School

Visited Riverbank on September 6, 2016. No insufficiencies were found.

Stonegate Elementary School

Visited Stonegate on September 9, 2016. No insufficiencies were found.

Westfield Village Elementary School

Visited Westfield Village on September 9, 2016. No insufficiencies were found.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site

Visited the Waggoner Site on August 30, 2016. No insufficiencies were found.

Woodland Joint Unified School District:

Dingle Elementary School

Visited Dingle Elementary School on September 12, 2016. No insufficiencies were found.

Freeman Elementary School

Visited Freeman Elementary School on September 12, 2016. No insufficiencies were found.

Gibson Elementary School

Visited Gibson Elementary School on September 16, 2016. No insufficiencies were found.

Ramón S. Tafoya Elementary School

Visited Ramón S. Tafoya Elementary School on September 13, 2016. No insufficiencies were found.

Woodland Prairie Elementary School

Visited Woodland Prairie Elementary School on September 13, 2016. No insufficiencies were found.

School Facilities: YCOE's Coordinator of Support Operation Services conducted a site facilities inspection using the State of California's Facility Inspection Tool (FIT) for each of the following sites below.

A rating of GOOD indicates that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Washington Unified School District:

Elkhorn Village Elementary School

School facility inspection rating: GOOD.

There were minor interior, electrical, safety, and external deficiencies.

Riverbank Elementary School

School facility inspection rating: GOOD

There was minor interior, electrical, restrooms/fountains, and external deficiencies.

Stonegate Elementary School

School facility inspection rating: GOOD

There were minor systems, electrical, and restrooms/fountains deficiencies.

Westfield Village Elementary School

School facility inspection rating: GOOD

There was minor interior, electrical, and safety deficiencies. One complaint was received in January 2017 regarding difficulty opening and closing a door to Room 8. This was eventually remedied in March 2017.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site

School facility inspection rating: GOOD

There were minor interior, and restrooms/fountains deficiencies.

Woodland Joint Unified School District:

Dingle Elementary School

Visited Dingle Elementary School on September 15, 2016.

School facility inspection rating: GOOD.

There were minor deficiencies in systems, interior surfaces, overall cleanliness, and sinks/fountains.

Remedy: On October 26, 2016, YCOE's Coordinator of SOS provided an updated FIT report showing the school facility inspection rating has been upgraded to EXEMPLARY. The school meets most of all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Freeman Elementary School

Visited Freeman Elementary School on September 15, 2016.

School facility inspection rating: GOOD.

There were minor deficiencies in interior surfaces, overall cleanliness, electrical, sinks/fountains, and fire safety.

Remedy: On October 26, 2016, YCOE's Coordinator of SOS provided an updated FIT report showing the school facility inspection rating has been upgraded to EXEMPLARY.

Gibson Elementary School

School facility inspection rating: FAIR.

There were deficiencies in interior surfaces, overall cleanliness, electrical, restrooms, sinks/fountains, fire safety, hazardous materials, structural damage, and playground/school grounds.

Remedy: On October 26, 2016, YCOE's Coordinator of SOS provided an updated FIT report showing the school facility inspection rating has been upgraded to EXEMPLARY. The report shows no remaining deficiencies.

Ramón S. Tafoya Elementary School

School facility inspection rating: FAIR

There were minor deficiencies in interior surfaces, overall cleanliness, restrooms, and sinks/fountains.

Remedy: On October 26, 2016, YCOE's Coordinator of SOS provided an updated FIT report showing the school facility inspection rating has been upgraded to GOOD.

Woodland Prairie Elementary School

School facility inspection rating: FAIR

There were deficiencies in interior, overall cleanliness, electrical, fire safety, and roofs.

Remedy: On October 26, 2016, YCOE's Coordinator of SOS provided an updated FIT report showing the school facility inspection rating has been upgraded to EXEMPLARY

The report shows no remaining deficiencies.

School Accountability Report Card:

Washington Unified School District:

Elkhorn Village Elementary School: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies. The required revision was made and posted to the district/school web site.

Riverbank Elementary School: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies. The required revision was made and posted to the district/school web site.

Stonegate K-8 School: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies. The required revision was made and posted to the district/school web site.

Westfield Village Elementary School: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies. The required revision was made and posted to the district/school web site.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site

The 2017 publication of the 2015-16 SARC was reviewed and found to have several discrepancies. The required revision was posted to the district/school web site March 1, 2017.

Woodland Joint Unified School District:

Dingle Elementary: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies. The revisions were never made due to turnover in district staff.

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.

Freeman Elementary: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies noted below. The revisions were never made due to turnover in district staff.

Findings the same as above for Dingle Elementary.

Gibson Elementary: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies noted below. The revisions were never made due to turnover in district staff.

Findings the same as above for Dingle Elementary.

Ramón S. Tafoya Elementary: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies noted below. The revisions were never made due to turnover in district staff.

Findings the same as above for Dingle Elementary.

Woodland Prairie Elementary: The 2017 publication of the 2015-16 SARC was reviewed on February 27, 2017 and found to have several discrepancies noted below. The revisions were never made due to turnover in district staff.

Findings the same as above for Dingle Elementary.

Misassignments and Teacher Vacancies:

All five schools' teachers' credentials and classroom assignments were found to be compliant with Williams Settlement legislation and California Ed Code requirements.

Uniform Complaints:

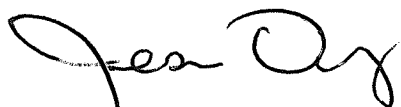
A review of the quarterly submissions showed the following:

- **Davis Joint Unified School District:** No complaints during the 2016-2017 school year.
- **Esparto Unified School District:** No complaints during the 2016-2017 school year.
- **Washington Unified School District:** No complaints during the 1st and 4th quarters. One complaint during each of the 2nd and 3rd quarters. Both were resolved.
- **Winters Joint Unified School District:** No complaints during the 2016-2017 school year.
- **Woodland Joint Unified School District:** No complaints during the 2016-2017 school year.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	2	2	0
TOTALS	0	0	0

The Yolo County Office of Education will continue to be available to support any actions that may be needed to address any issues. We would like to extend our appreciation to the governing boards, administrations and site staff at the school districts for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Jesse Ortiz, Ed.D.
Superintendent

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

SUBJECT: Suggested Future Agenda Items	AGENDA ITEM #: 4.13
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: December 12, 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.

06-29-17 update: the Board approved BB 9000-9240; the Policy Committee will review the remainder of the 9000 series at a future date.

2. SELPA Presentation

08-22-17 Superintendent Ortiz called for a presentation on SELPA funding.

09-26-17 update: this item will be placed on the November 2017 agenda.

11-15-17 update: per Superintendent Ortiz, this item has been rescheduled to the January 2018 regular meeting.

3. EL Master Plan (include district services and data)

11-28-17 Regular Meeting: per Assistant Superintendent, Garth Lewis, this item will be placed on the February 2018 agenda.

4. YCOE Facilities Presentation

11-28-17 Regular Meeting: per Superintendent Ortiz, YCOE facilities presentations will be a standing item on the agenda beginning in January 2018.

5. Countywide Dashboard Presentation

11-28-17 Regular meeting: per Deputy Superintendent Ronda DaRosa, information on countywide dashboards will be presented in January 2018.

RECOMMENDATION/COMMENTS: This agenda item serves as a tracking tool for future agenda items. The Board may want to add additional item(s).