

*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, February 27, 2018**  
**3:30pm**

**BOARD MEMBERS**

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

**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

**Posted: February 23, 2018**

Action

*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**

**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 INFORMATION/DISCUSSION/ACTION**

- Action**      **4.1**      Consent Agenda Page 6  
    a. Approval of Minutes: January 30, 2018 Regular Meeting  
    b. Temporary County Certificates
- Information**      **4.2**      Presentation: Yolo County Board of Education Reporting Requirements for the 2015 Certificate of Participation (COP) Page 14
- Information**      **4.3**      Presentation: Countywide Dashboards Page 15
- Information**      **4.4**      Presentation: Yolo County Office of Education Facility Update Page 42
- Action**      **4.5**      Resolution #17-18/15: In Support of High School Voter Weeks, April 15-28, 2018 Page 71
- Action**      **4.6**      Second Reading: BP/SP 6153 School-Sponsored Trips Page 73
- Information**      **4.7**      Yolo County Office of Education Master Plan for English Learners Page 78
- Information**      **4.8**      Head Start/Early Head Start Reports Page 115  
    a. Enrollment Update  
    b. Program  
    c. Financial Status  
    d. "Draft" Grant Application
- Information**      **4.9**      Alternative Education Attendance Reports Page 143
- Information**      **4.10**      Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of October, November, December 2017 Page 148
- Information**      **4.11**      Annual Review of Yolo County Investment Policy Page 161
- Public Hearing**  
**4:00PM**      **4.12**      A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the *revised* Initial Proposal to the Yolo County Superintendent of Schools from the Yolo Education Association (YEA) Page 178
- Information**      **4.13**      Yolo County Superintendent of Schools' Response to the *revised* Initial Proposal from the Yolo Education Association (YEA) Page 179
- Information**      **4.14**      Suggested Future Agenda Item(s) Page 180

**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](http://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**

<b>SUBJECT:</b> Yolo County Office of Education Employee(s) of the Month Recognition	<b>AGENDA ITEM #:</b> 2.0
<b>PER:</b> <input checked="" type="checkbox"/> <b>BOARD REQUEST</b> <input type="checkbox"/> <b>STAFF REQUEST</b>	<b>ATTACHMENTS:</b> <input type="checkbox"/> <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input type="checkbox"/> <b>ACTION</b> <input checked="" type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b>  Margie Valenzuela
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

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**

<b>SUBJECT:</b> Reports	<b>AGENDA ITEM #:</b> 3.0
<b>PER:</b> <input checked="" type="checkbox"/> <b>BOARD REQUEST</b> <input type="checkbox"/> <b>STAFF REQUEST</b>	<b>ATTACHMENTS:</b> <input type="checkbox"/> <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input type="checkbox"/> <b>ACTION</b> <input checked="" type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b>  Superintendent's Office
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

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**

<b>SUBJECT:</b> Consent Agenda	<b>AGENDA ITEM #:</b> 4.1
<b>PER:</b> <input checked="" type="checkbox"/> <b>BOARD REQUEST</b> <input checked="" type="checkbox"/> <b>STAFF REQUEST</b>	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input checked="" type="checkbox"/> <b>ACTION</b> <input type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b>  Superintendent's Office
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

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:   January 30, 2018 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: January 30, 2018**  
**DRAFT MINUTES**

**1.0 OPENING PROCEDURES**

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on January 30, 2018 at 3:32pm in Regular session in the Conference Center located at 1280 Santa Anita Court, Suite #120, Woodland, CA. Board Members present were: Carol Souza Cole, Bill Owens, Matt Taylor, Cirenio Rodriguez and Shelton Yip. President Cirenio Rodriguez presided. Dr. Jesse Ortiz, Superintendent of Schools, was also present. (Roll Call held).
- 1.2 Pledge of Allegiance. The pledge of allegiance was conducted.
- 1.3 Approval of Agenda. The agenda was approved as submitted.

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

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

- 2.0 YOLO COUNTY OFFICE OF EDUCATION EMPLOYEE(S) OF THE MONTH RECOGNITION:** Superintendent Ortiz introduced Executive Director of Human Resources, Margie Valenzuela, who presented Greengate School Paraeducator, Ronnie Morales with a gift card and certificate signed by the Superintendent and Board President. Special Education Director, Sharon Holstege and Greengate School Principal Jonelle Castiglia spoke very highly of Ms. Morales' work ethic. Greengate Teacher, Heather Williams, also spoke on her behalf and shared that she was honored to have Ms. Morales in the classroom, and added that she has been a tremendous advocate for students.

**3.0 REPORTS**

- 3.1 Board Member(s)/Superintendent/SAT/Committee(s).
- a. Board Members Reports:
- Board Vice President Yip shared that he had attended many YCOE events, such as Trauma Informed Schools with Kristin Souers and Excellence Through Equity with Pedro Noguera. He also attended Blues in the Schools at Greengate School, which was well attended and enjoyed by all. At the Adult Living Skills Academy graduation, he handed out certificates of completion to the graduates. He attended the open house for the Corazon CTE Center, which was also well attended; Marquez Design demonstrated the multi-station silk screen station and discussed the process of design and fabrication. He enjoyed attending the SELPA presentation from father-son duo, Hank and Ian Smith, sharing trials and tribulations of living with autism. He attended Peter Birdsall's presentation on the State of the State of Education in California. He attended the Yolo County School Boards Association's (YCSBA) first meeting of the year last night; Trustee

Rudolph Muldong (Winters) and Trustee Wendy England (Winters) will continue to serve as president and vice president for the year. The YCSBA is looking into scheduling a mixer with representatives sharing what they see as the future in education. He announced that Excellence in Education is scheduled on Monday, April 30 and invited trustees to join him at CSBA's Legislative Action Day coming up in March. He shared that he now serves on the legislative committee and they have already begun reviewing new bills.

- Trustee Taylor shared that he found the State of the State event with Peter Birdsall very informative, and he thanked Superintendent Ortiz for putting it on.
  - Trustee Souza Cole gave a 'shout out' to the Yolo County Board of Supervisors for approving plans and financing for the Esparto Community Park and Aquatic Center. After a long wait and unavoidable delays, it is exciting for the community to have the recreational opportunity.
  - Board President Rodriguez announced that he had changed his schedule and will now meet the class he teaches at 6:30pm to allow more time to get to class from board meetings. He also attended the State of the State in Education event and agreed it was well attended and informative.
- b. Superintendent Ortiz shared the following:
- Attended the juvenile hall graduation yesterday at the new multi-purpose room; it was standing room only with close to 40 people in attendance. The student, Jeremy Nguyen, a former foster student, has done well in the time he has been at Dan Jacobs.
  - Hosted a Board of Supervisors meeting here at YCOE recently. He received a letter of from the Chair thanking staff.
  - Referencing the YCOE Manager Accomplishments list distributed by Ronda DaRosa, he complimented staff, particularly, the Superintendent's Advisory Team - Ronda DaRosa, Tami Ethier, Margie Valenzuela, Garth Lewis and Carolynne Beno, on their accomplishments.
  - Shared that the decision for the proposed cannabis manufacturing/distribution site at the former Budweiser facility (across from 1280 Santa Anita Court) lies with the City of Woodland. He sent a letter to City Manager, Paul Navazio, formally opposing the proposal; a copy of the letter will be forwarded to the Board. The Board requested that this item be placed on the February agenda; Superintendent Ortiz suggested that Mr. Navazio be invited to respond to questions.
- c. Superintendent's Advisory Team:
- Ronda DaRosa distributed copies and reviewed the *Yolo County Board of Education Update, November 28, 2017* (copies can be found on file with the official records of this meeting). She encouraged the Board to review the 12-page packet of accomplishments listed by every YCOE manager from July 1-Dec 30, 2017.
  - Tami Ethier distributed copies and reviewed highlights of the Governor's Budget Proposal for 2018-19. Trustee Owens expressed his appreciation of Ms. Ethier for the information and for being able to have the preliminary budget discussion early in the year, which helps inform the Board of what



lies ahead.

- Special Education Director, Sharon Holstege offered highlights of the partnership between YCOE and NorCal Trykers. The non-profit organization has provided 30 bikes which were donated to Horizon students and families. It is a wonderful partnership that she believes will continue to grow. It is also a great opportunity for the students to learn how to construct the bikes under the tutelage of Marquez Design. The bikes are worth approximately \$1,000 each.

d. Committees:

- No reports.

3.2 Associations.

- No reports.

#### 4.0 INFORMATION/DISCUSSION/ACTION

4.1 Consent Agenda.

- a. Approval of Minutes: December 12, 2017 Regular Meeting.
- b. Temporary County Certificates

The Board took action to approve the Consent agenda.

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

4.2 Resolution #17-18/13: Approving Field Trips for the Student Host Program in Support of Farm Connection Day, May 4, 2018. Nicole Phipps, Yolo County 4-H Teacher, was in attendance to accept the resolution and briefly explained that the resolution allows 4-H students to display their animals on Farm Connection Day, May 4, 2018. Approximately 2,500 students participate in the annual event.

The Board took action to approve Resolution #17-18/13

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

4.3 Resolution #17-18/14: Calling for Full and Fair Funding of California's Public Schools. Board Vice President Yip presented information on this item and asked for the support of the members. Once approved, the Resolution will be presented to the Governor on Legislative Action Day along with others throughout the county and state.

The Board took action to approve Resolution #17-18/14.

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

- 4.4 Naming of the Yolo County Office of Education (YCOE) Career Technical Education Center. Superintendent Ortiz presented this item, which was briefly discussed at the December meeting.

The Board took action to approve the naming of the YCOE Career Technical Education Center to *The Corazon Career Technical Education Center*.

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

- 4.5 Presentation: Yolo County Special Education Local Plan Area (SELPA) Allocation Plan Update. Carolynne Beno reviewed the 17-slide PowerPoint, titled, *Yolo County SELPA Allocation Plan Update* contained in the Board packet and responded to questions of the Board. The new allocation of state and federal mental health funding and state special education funding will commence in the 2018-19 school year.
- 4.12 2016-17 Audit Report. Crissy Huey introduced Jeff Nigro of Nigro & Nigro Accountancy firm. Mr. Nigro reviewed the results of the annual audit and responded to questions of the Board.
- 4.6 Presentation: Yolo County Office of Education Facility Update. Support Operations Services Director, Matt Juchniewicz distributed copies of a facility condition assessment for Lemen Head Start/Early Head Start site (copies can be found on file with the official records of this meeting). He reviewed the information and responded to questions of the Board. This was the first of 4-5 presentations on facility condition assessments for YCOE sites; the next presentation is scheduled in February.

**Board President Rodriguez left at 5:25pm**

- 4.7 Presentation: Countywide Dashboards. This item was not presented; it was moved to the February meeting.
- 4.8 Superintendent of Schools' Compensation. Board Vice President Yip, reported that he and Board President Rodriguez (Superintendent's Compensation Committee) are gathering information on this item and would be reporting out on their progress at the February meeting.
- 4.9 Head Start/Early Head Start Reports
- Enrollment Update
  - Program
  - Financial Status
  - Standard Form 425

Gail Nadal provided information regarding enrollment. Crissy Huey stated that the federal financial report (Standard Form 425) contained in the Board packet would be uploaded, as it is due on January 31, 2018.

- 4.10 Alternative Education Attendance Report  
Garth Lewis reviewed the attendance report and responded to questions of the Board.
- 4.11 First Reading: BP/SP 6153 School-Sponsored Trips. Garth Lewis presented this item for information and mentioned that it was a joint effort between Special Education and Alternative Education. The policy was also reviewed with site administrators. Although the Administrative Regulation (AR) indicates parent permission is required, Trustee Owens suggested that the word “written” be included with permission. This item will be brought back to the Board as a second reading noting the change in the AR at the February meeting.
- 4.13 P-1 ADA Report 2017-18. Crissy Huey reviewed the Actual Average Daily Attendance P-1 Report reflecting student attendance from the beginning of school year and responded to questions of the Board.
- 4.14 Quarterly Report of Investments for Period Ending September 30, 2018. Crissy Huey presented this item for information and responded to questions of the Board.
- 4.15 Revision to Initial Proposal to the Yolo County Superintendent of Schools from the Yolo Education Association (YEA). Jesse Ortiz presented this item for information and responded to questions of the Board.
- 4.16 Public Hearing: At 5:55pm, Board Vice President Yip opened the public hearing to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools’ Response and initial proposal to the California School Employees Association (CSEA), Chapter #639 for 2017-18. The Public Hearing was closed at 5:56pm.
- 4.17 Suggested Future Agenda Items. The Board reviewed the suggested future items list contained in the Board packet. Superintendent Ortiz will request City Manager, Paul Navazio, attend the February meeting to answer technical questions in regards to the proposed cannabis distribution center on Santa Anita Court.

**5.0 ADJOURNMENT.** The meeting adjourned at 6:02pm.

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

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

/yc

YOLO COUNTY OFFICE OF EDUCATION  
 TEMPORARY COUNTY CERTIFICATES  
 FOR DISTRICTS

January 2018

Davis Joint Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Holly Riggle	30 Day Sub Permit
Uma Joshi	30 Day Sub Permit
Catherine Dayan	Multiple Subject
Elizabeth Arroya	PPS; School Counseling
Veronica Dunn	Administrative Services
Chelsey Wager-Smith	Single Subject

Esparto Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>

Washington Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Daniel Acree	30 Day Sub Permit

Winters Joint Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Nick Hernandez	Single Subject

Woodland Joint Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Kelly Rayl-Johnson	60 Day Career Sub
Phillip Pinegar	Administrative Services

Yolo County Office of Education

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Manolo Jauregui Ravelero	ER CLAD
Viviana Ramos	CD Associate Teacher Permit
Gina Soto	ER CLAD
Rocio Jacobo Perales	CD Teacher Permit

**Total TCC's for the Month of January 2018: 14**

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

<b>SUBJECT:</b> Presentation: Yolo County Board of Education Reporting Requirements for the 2015 Certificate of Participation (COP)	<b>AGENDA ITEM #:</b> 4.2
<b>PER:</b> <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	<b>ATTACHMENTS:</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
<b>FOR BOARD:</b> <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	<b>RESEARCH &amp; PREPARATION BY:</b>  Tami Ethier
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

Presentation to be made by Lori Raineri of Government Financial Strategies, financial advisor to YCOE and YCBE, regarding the ongoing reporting requirements for the 2015 Certificates of Participation.

**RECOMMENDATION/COMMENTS:** For information.

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

<b>SUBJECT:</b> Presentation: Countywide Dashboards	<b>AGENDA ITEM #:</b> 4.3
<b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>FOR BOARD:</b> <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	<b>RESEARCH &amp; PREPARATION BY:</b>  Ronda DaRosa
<b>BACKGROUND:</b>	<b>DATE:</b> February 27, 2018

Ronda DaRosa will present information on the Countywide Dashboards, including:

- North Central Counties (NCC) Professional Learning Network (PLN) Dashboard Tour
- Dashboard Analysis and LCAP Summary Protocol
- Getting to Know the California School Dashboard

**RECOMMENDATION/COMMENTS:** For Information



# NCC PLN DASHBOARD TOUR





California School  
DASHBOARD

# Getting to Know the California School Dashboard

The California School Dashboard (<http://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.



**ONLINE DASHBOARD TOUR VIDEO**

**[HTTPS://WWW.CASCHOOLDASHBOARD.ORG/#/HOME](https://www.caschooldashboard.org/#/home)**

# 10 Indicators of School Success

## State Indicators

**Six** state indicators allow for comparisons across schools and districts based on information collected statewide.

- **High School Graduation Rate**
- **Academic Performance**
- **Suspension Rate**
- **English Learner Progress**
- **Preparation for College/Career (CCI)**
- **Chronic Absenteeism**

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state indicators.



Each performance level is represented by (1) a color, and (2) a number of shaded segments. For example, Green will have four segments filled.

The overall performance level is based on both the current performance (status) and change from the previous year (change).

## Local Indicators

**Four** local indicators are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
  - Teacher qualifications
  - Safe and clean buildings
  - Textbooks for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
  - Student safety
  - Connection to the school
- **Parent Involvement and Engagement**

Districts receive one of three performance levels for each of the four local indicators:

- Met
- Not Met
- Not Met for Two Years



School and student group information is not available for local indicators.

# 4 Reports Provide Custom Views of School Success

## Equity Report

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups of the underlined indicators for more detailed information.

State Indicators	All Students
Chronic Absenteeism	N/A
<u>Suspension Rate (K-12)</u>	
<u>English Learner Progress (K-12)</u>	

### Shows:


- Performance of all students on the state indicators
- Number of student groups included in each state indicator
- Number of student groups in the Red/Orange performance levels
- Performance on local measures (district level only)

**Allows selection of information by indicator**

## Status/Change Report

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined

State Indicators	All Students Performance
<u>Suspension Rate (K-12)</u>	

### Shows for each state indicator:

- All student performance
- Status (current performance)
- Change (difference from past performance)

## Detailed Reports

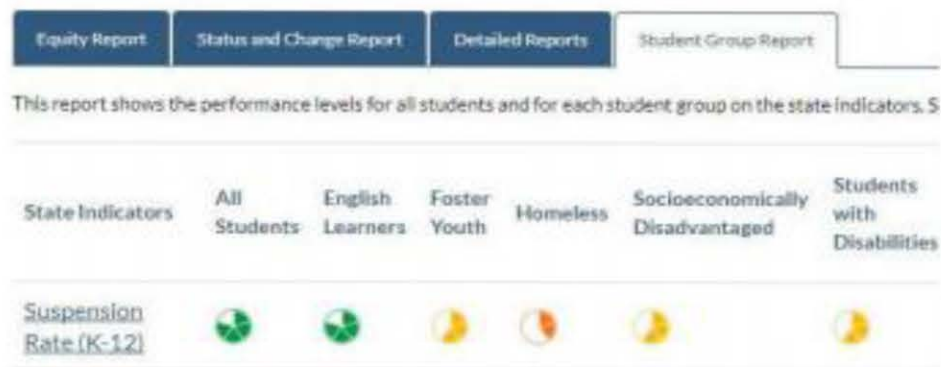


### Organized into three categories:

- Academic Performance
- School Conditions and Climate
- Academic Engagement

Shows three years of trend data, when available

## Student Group Report



### Allows selection of student groups by performance level:

- Blue/Green
- Yellow
- Red/Orange

Shows the performance of all students and each student group on the state indicators

# Design Updates

## Graduation Rates Report

### Pluto Unified - Milky Way County

List of all schools in this district

1

Enrollment: 40,019

Socioeconomically Disadvantaged: 59%

English Learners: 22%

Grade Span: K-Adult

Charter School: No

Optional Narrative Summary

2

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for a single state indicator, Graduation Rates, for all student groups. Indicator Status and change each have five possible levels, which are displayed with the data for each indicator.

View the [Five-by-Five Placement Report](#) for this indicator.



3

All

Blue/Green

Yellow

Red/Orange

	Student Performance	Number of Students
All Students		6,731
English Learner		2,052
Foster Youth		N/A
Homeless		N/A

4

1. Adding a New Report, List of All Schools, to allow comparison of State Indicator results within a district
2. Moving the Optional Narrative Summary above the report tabs
3. Moving the Five-by-Five Placement Report to the top of the Status and Change Report page
4. Populating the Status and Change Report for:
  - Foster Youth
  - Homeless

# Indicator Updates

## English Learner Progress Indicator

The calculation was updated to add new criteria to give additional credit for long-term English learners who increased at least one level on the California English Language Development Test (CELDT).

## College/Career Indicator (CCI)

Status will be reported for the first time in fall 2017. The CCI is calculated using the percent of graduates who meet the Prepared criteria. Detailed Reports, with student group data, will be available for the Prepared and Approaching Prepared levels. Additional information can be found on the College/Career Indicator Web page at <http://www.cde.ca.gov/ta/ac/cm/cci.asp>.

## Small School Safety Net

The safety net methodology will apply a three-by-five color grid to the Graduation Rate and Suspension Indicators if either indicator at a school or district contains less than 150 students.

		Change				
		Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Status	Very Low	Gray	Green	Blue	Blue	Blue
	Low	Gray	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	High	Red	Orange	Orange	Yellow	Yellow
	Very High	Red	Red	Red	Orange	Yellow

- ▶ Go to <https://www.caschooldashboard.org/#/Home>
- ▶ Enter your school district and press search
- ▶ Choose your district by CDS code from the list provided
- ▶ Four reports will be displayed:
  - ▶ Equity Report
  - ▶ Status & Change Report
  - ▶ Detailed Report
  - ▶ Student Group Report
- ▶ Look for the Design updates and new Indicators:
  - ▶ List of all schools in this district ( top of page)
  - ▶ Five-by-Five Placement Report top of report(select indicator)
  - ▶ Populating the Status and Change Report for Foster Youth/Homeless
  - ▶ College Career Indicator ( status only)and Chronic Absenteeism (status only from Dataquest link)

## GROUP ACTIVITY : DISTRICT DASHBOARD TOUR



# California School Dashboard

The Fall 2017 Dashboard shows how districts and schools are performing on test scores, graduation rates and other measures of student success.

Enter a portion of a school name, district name, or county office of education, and then select the Search button to obtain a list of results.


**Search**

**Dashboard Release**

Fall 2017 ▼

Search

Getting started: Take 2 minutes and learn about what you'll see.

 Fast Start Guide

 Video Tutorial

 Get to Know the Dashboard

 Communications Toolkit

The Fall 2017 Dashboard reports are based on the latest state data available. Read our [fall 2017 Data Reference Guide](#) to learn more. The Dashboard will be updated each fall with the most recent available data and design improvements will be made based on user feedback.

# Equity Report

## Sanger Unified - Fresno County

List of all schools in this district

Enrollment: 10,157

Socioeconomically Disadvantaged: 76.7%

English Learners: 18.7%

Foster Youth: 0.7%

Dashboard Release:

Grade Span: K-Adult

Charter School: No

Fall 2017







Equity Report

Status and Change Report

Detailed Report

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u><a href="#">Chronic Absenteeism</a></u> 	N/A	N/A	N/A
<u><a href="#">Suspension Rate (K-12)</a></u>		11	3
<u><a href="#">English Learner Progress (1-12)</a></u>		1	0
<u><a href="#">Graduation Rate (9-12)</a></u>		7	1
<u><a href="#">College/Career (9-12)</a></u> <small>Select for one year of available data</small>	N/A	N/A	N/A
<u><a href="#">English Language Arts (3-8)</a></u>		10	6
<u><a href="#">Mathematics (3-8)</a></u>		10	4

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u><a href="#">Basics (Teachers, Instructional Materials, Facilities)</a></u>	Met
<u><a href="#">Implementation of Academic Standards</a></u>	Met
<u><a href="#">Parent Engagement</a></u>	Met

# Sanger Unified School District

## List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ^	Suspension Rate ⇅	English Learner Progress ⇅	English Language Arts ⇅	Mathematics ⇅	Graduation Rate ⇅
<a href="#">Sanger Unified</a>					
<a href="#">Centerville Elementary</a>					
<a href="#">Community Day</a>					
<a href="#">Del Rey Elementary</a>					
<a href="#">Fairmont Elementary</a>					
<a href="#">Jackson Elementary</a>					
<a href="#">Jefferson Elementary</a>					
<a href="#">John S. Wash Elementary</a>					
<a href="#">Kings River High (Continuation)</a>					
<a href="#">Lincoln Elementary</a>					
<a href="#">Lone Star Elementary</a>					
<a href="#">Madison Elementary</a>					
<a href="#">Ronald W. Reagan Elementary</a>					
<a href="#">Sanger High</a>					
<a href="#">Sequoia Elementary</a>					
<a href="#">Taft High</a>					
<a href="#">Washington Academic Middle</a>					

- ▶ View the four reports for your district and spend time discussing observations with your team
- ▶ What were the strongest areas (blue/green)?
- ▶ What were the areas of greatest need (red/orange)?
- ▶ What were areas that showed greatest growth?
- ▶ What patterns do you notice?
- ▶ What actions and services were in the LCAP to address the needs of these groups, and how were they implemented?

## **GROUP ACTIVITY: SCHOOL DASHBOARD REPORTS ANALYSIS**

- Continue your discussion using the **Dashboard Analysis and LCAP Summary Protocol Tool** focus on:
  - GREATEST PROGRESS: Identify what's working
  - GREATEST NEEDS: Identify opportunities for improvement
  - PERFORMANCE GAPS: Identify Performance Gaps

**HOMEWORK FOR SCHOOL DISTRICTS:  
ANALYSIS WITH STAKEHOLDERS**

- ▶ Dashboard Tour PowerPoint
- ▶ Dashboard Analysis and LCAP Summary Protocol Activity Handouts
- ▶ Handouts from CDE website:
  - ▶ Getting to Know the California School Dashboard
  - ▶ California School Dashboard Updates for the Fall 2017 Release
  - ▶ What Data Will Be Used for the Fall 2017 Dashboard?
  - ▶ Who is Included in the English Learner Student Group for the Fall 2017 Dashboard
  - ▶ Academic Indicator
  - ▶ College and Career Indicator
  - ▶ California School Dashboard Reference Guide

**RESOURCES FROM TODAY'S SESSION**

# Dashboard Analysis and LCAP Summary Protocol



## Identify what's working by discussing the following prompts:

- Review performance on the Dashboard for the state indicators, for all students and student groups. What were the strongest (blue/green) areas?
- Review performance on the local indicators on the California School Dashboard. What were the strongest areas?
- Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above?
- Which schools and student groups are contributing to LEA progress toward LCAP goals?
- Were there any indicators or groups whose blue/green performance was a surprise? Why do you think that happened? Can that success be replicated elsewhere?
- Are the actions/services in the LCAP the reason we are getting results? How do we know?
  - Are they working for all student groups and grade levels? Are they closing achievement gaps? If not, why?
  - Do they need to be continued or revised?
  - For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
  - How are we currently monitoring the effectiveness of these actions/services? Do we need new methods for monitoring effectiveness of the actions/services?

## GREATEST PROGRESS

What progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?

What increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students?

## Identify opportunities for improvement by discussing the following prompts:

- Review performance on the Dashboard for the state indicators, for all students and student groups. What areas were in the “Red” or “Orange” performance category?
  - Are there any groups or schools where this is not red or orange – what is the difference there?
- Review performance on the local indicators on the California School Dashboard where the LEA received a “Not Met” or “Not Met for Two or More Years” rating for a local performance indicator.
- Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above?
- Review the actions and services in the LCAP that relate to red/orange indicators.
  - How long have these actions/services been in place in the LEA?
  - Were they effective at one time? If yes, why are they no longer effective?
  - Are they effective with some student groups and not others? If so, why?
  - For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
  - If there is not evidence that the action/service is effective do we need to revise or eliminate it?
- What ideas do we have for new evidence based actions/services that could improve our performance?
  - How will we ensure our revised and/or new actions/services are equitable?
  - How will we monitor the effectiveness of the new actions/service?

## GREATEST NEEDS

List the areas of need:

What will the LEA do to address these areas of need?



### Identify Performance Gaps:

- Using the California State Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.
  - What actions and services were in the LEA LCAP to address the needs of these groups, and how were they implemented?
  - Is there a pattern of which students groups exhibit performance gaps? Could there be a relationship between the different gap areas?
- What new evidence based practices is/will the LEA use to make changes? What steps is the LEA planning to take to address these performance gaps?
  - Are there any interim measures that show improvement in any of the gap areas?

### PERFORMANCE GAPS

List all the areas where there are performance gaps, and which student groups are identified.

Explain actions included in the LCAP to address those gaps.



# Getting to Know the California School Dashboard

The California School Dashboard (<http://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

## 10 Indicators of School Success

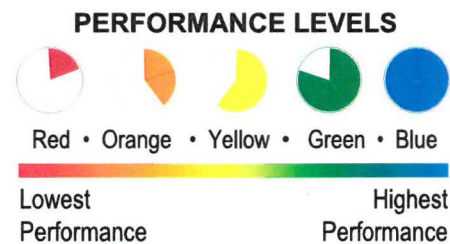
### State Indicators

**Six** state indicators allow for comparisons across schools and districts based on information collected statewide.

- **High School Graduation Rate**
- **Academic Performance**
- **Suspension Rate**
- **English Learner Progress**
- **Preparation for College/Career (CCI)**
- **Chronic Absenteeism**

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state indicators.



Each performance level is represented by (1) a color, and (2) a number of shaded segments. For example, Green will have four segments filled.

The overall performance level is based on both the current performance (status) and change from the previous year (change).

### Local Indicators

**Four** local indicators are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
  - Teacher qualifications
  - Safe and clean buildings
  - Textbooks for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
  - Student safety
  - Connection to the school
- **Parent Involvement and Engagement**

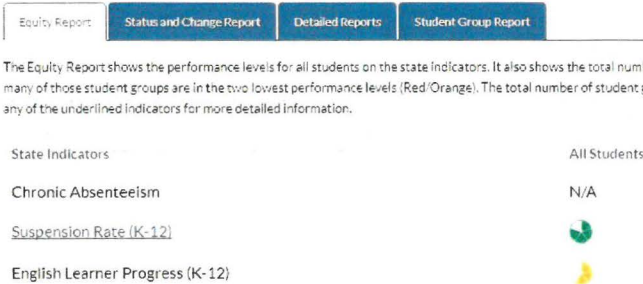
Districts receive one of three performance levels for each of the four local indicators:

- Met
- Not Met
- Not Met for Two Years

School and student group information is not available for local indicators.

# 4 Reports Provide Custom Views of School Success

## Equity Report

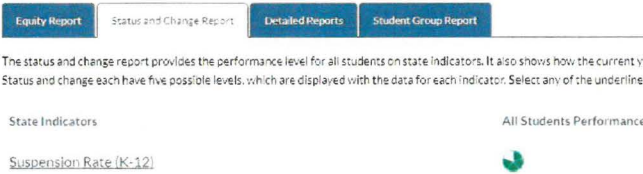


**Shows:**

- Performance of all students on the state indicators
- Number of student groups included in each state indicator
- Number of student groups in the Red/Orange performance levels
- Performance on local measures (district level only)

**Allows selection of information by indicator**

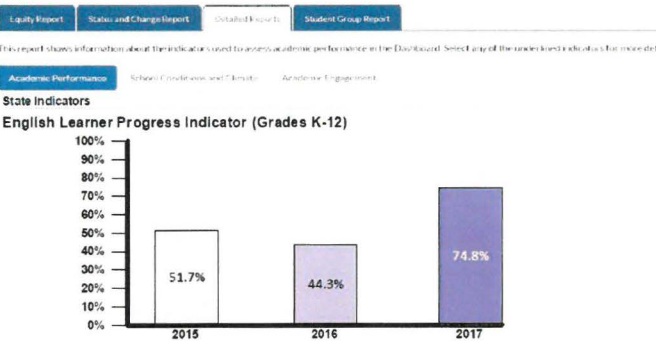
## Status/Change Report



**Shows for each state indicator:**

- All student performance
- Status (current performance)
- Change (difference from past performance)

## Detailed Reports



**Organized into three categories:**

- Academic Performance
- School Conditions and Climate
- Academic Engagement

**Shows three years of trend data, when available**

## Student Group Report



**Allows selection of student groups by performance level:**

- Blue/Green
- Yellow
- Red/Orange

**Shows the performance of all students and each student group on the state indicators**



# California School Dashboard Updates for the Fall 2017 Release

## Design Updates

### Graduation Rates Report

#### Pluto Unified - Milky Way County

List of all schools in this district **1**

Enrollment: 40,019 Socioeconomically Disadvantaged: 59% English Learners: 22%

Grade Span: K-Adult Charter School: No

Optional Narrative Summary **2**

Equity Report Status and Change Report Detailed Report Student-Group Report

This report shows the performance levels for a single state indicator, Graduation Rates, for all student groups. Indicator Status and change each have five possible levels, which are displayed with the data for each indicator.

View the Five-by-Five Placement Report for this Indicator. **3**

All Blue/Green Yellow Red/Orange

	Student Performance	Number of Students
All Students		6,731
English Learner		2,052
Foster Youth		N/A
Homeless		N/A

1. Adding a New Report, List of All Schools, to allow comparison of State Indicator results within a district
2. Moving the Optional Narrative Summary above the report tabs
3. Moving the Five-by-Five Placement Report to the top of the Status and Change Report page
4. Populating the Status and Change Report for:
  - Foster Youth
  - Homeless

## Indicator Updates

### English Learner Progress Indicator

The calculation was updated to add new criteria to give additional credit for long-term English learners who increased at least one level on the California English Language Development Test (CELDT).

### College/Career Indicator (CCI)

Status will be reported for the first time in fall 2017. The CCI is calculated using the percent of graduates who meet the Prepared criteria. Detailed Reports, with student group data, will be available for the Prepared and Approaching Prepared levels. Additional information can be found on the College/Career Indicator Web page at <http://www.cde.ca.gov/ta/ac/cm/cci.asp>.

### Small School Safety Net

The safety net methodology will apply a three-by-five color grid to the Graduation Rate and Suspension Indicators if either indicator at a school or district contains less than 150 students.

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



# What Data Will Be Used for the Fall 2017 Dashboard?

The table below lists the indicators uploaded by the California Department of Education to the Dashboard and the year(s) of data used to calculate Status and Change for the Fall 2017 release of the Dashboard.

Indicator	Data Used for Status	Data Used for Change
Academic Indicator	2017 Average Distance from Level 3 (2017 Smarter Balanced Summative Assessments for ELA <sup>1</sup> and mathematics)	2017 Average Distance from Level 3 minus 2016 Average Distance from Level 3
Graduation Rate Indicator	2015–16 four-year cohort graduation rate (Class of 2016)	2015–16 four-year cohort graduation rate minus Three-year weighted average (i.e., 2014–15, 2013–14, and 2012–13)
Suspension Rate Indicator	2016–17 suspension rate	2016–17 suspension rate minus 2015–16 suspension rate
English Learner Progress Indicator	2016–17 Annual CELDT <sup>2</sup> Results (includes only records with current and prior scores) 2016–17 Long Term English Learner (LTEL) data 2015–16 reclassification data	Current Year Status minus Prior Year Status 2015–16 Annual CELDT Results (includes only records with 2015–16 and prior scores) 2015–16 LTEL data 2014–15 reclassification data
College/Career Indicator <sup>3</sup>	Graduates in the Class of 2016 who are at the Prepared level  Status only reported (No performance level or color)	Not Applicable

<sup>1</sup> ELA: English language arts/literacy

<sup>2</sup> CELDT: California English Language Development Test

<sup>3</sup> Grade 11 Smarter Balanced results are included in the College/Career Indicator. However, for transparency purposes, the Distance from Level 3 will also be reported.



# Who is Included in the English Learner Student Group?

California's accountability and continuous improvement system is called the California School Dashboard. It provides information about how districts and schools are meeting the needs of California's diverse student population based on a concise set of measures.

The Dashboard shows performance of districts, schools, and student groups on a set of state and local measures that assist in identifying strengths, weaknesses, and areas in need of improvement.

## Who is included in the English Learner student group for each indicator?

Students included in the English Learner (EL) student group vary by indicator. The table below displays which students are incorporated in the EL student group for each indicator.

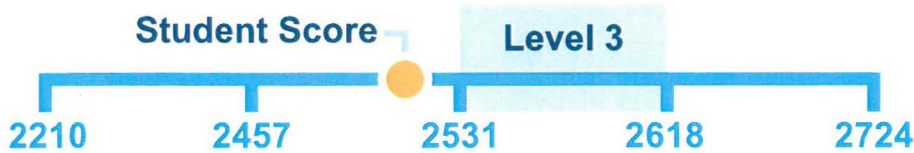
Indicator	Who Counts as an EL?
Academic Indicator	Students who are English learners during the testing year. <b>AND</b> Students who were reclassified fluent English proficient within the past four years.
Graduation Rate Indicator	Students who are English learners at any time during high school (grades 9 through 12).
Suspension Rate Indicator	Students who are English learners at any time during the academic year.
College/Career Indicator	Students who are English learners at any time during high school (grades 9 through 12).
English Learner Progress Indicator	Students who have a current and prior year California English Language Development Test (CELDT) plus students who were reclassified fluent English proficient in the prior year.
Chronic Absenteeism Indicator	Students who are English learners at any time during the academic year.

# Academic Indicator

The Academic Indicator measures district and school performance on the Smarter Balanced English language arts/literacy (ELA) and mathematics assessments. This indicator applies to districts and schools with grades three through eight.\* One performance level will be calculated for ELA and one for mathematics.

Students receive a score on the Smarter Balanced ELA and mathematics assessments that falls into one of four levels. Level 3 is called "Standard Met". How far a student's score falls from the lowest possible Level 3 score is called Distance from Level 3 (DF3).

The student scored 2502. This is 29 points below the lowest possible score for Level 3, which is 2531. The DF3 for this student is -29 points.

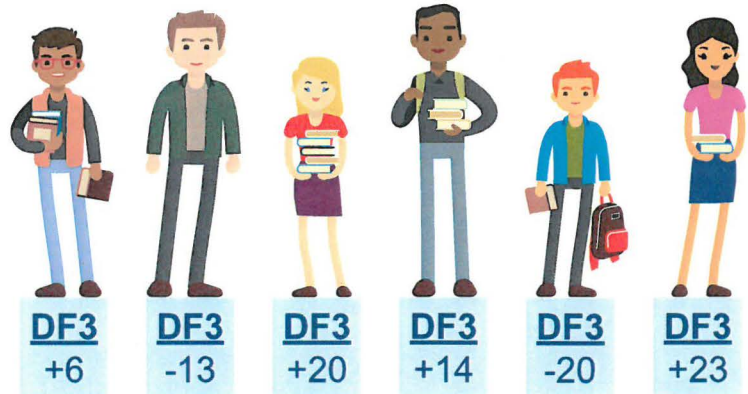


The lowest possible score for Level 3 changes for each grade level and subject area. Scale score ranges can be found on the California Department of Education Smarter Balanced Scale Score Ranges Web page at <https://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>.

## Example

The Academic Indicator takes the average DF3 score for all students. The combined DF3 scores for the displayed students, divided by the total number of students, produces an average DF3 of five points.

$$\frac{6 - 13 + 20 + 14 - 20 + 23}{6} = 5 \text{ points}$$



Level	Change: Declined Significantly by more than 15 points	Change: Declined By 3 to 15 points	Change: Maintained Declined by less than 3 points or increased by less than 3 points	Change: Increased by 3 to less than 15 points	Change: Increased Significantly By 15 points or more
Status: Very High 45 points or higher	Green*	Green	Blue	Blue	Blue
Status: High 16 to 44.9 points	Green*	Green*	Green	Green	Blue
Status: Medium -5 points to +9.9 points	Yellow*	Yellow*	Yellow	Green	Green
Status: Low -5.1 to -70 points	Orange*	Orange	Orange*	Yellow	Yellow
Status: Very Low -70.1 points or lower	Red	Red	Red	Orange	Orange*







The average DF3 for the current year indicates the Status level, ranging from Very Low to Very High, as shown in the colored grid. Subtracting current year DF3 from prior year DF3 results in a Change level, ranging from Increased Significantly to Declined Significantly. The performance level, or color, is determined by the intersection of Status and Change levels. A level of Blue or Green is needed in order to demonstrate success on this state indicator. Several changes have been made to the Academic Indicator; results reported in the spring and fall 2017 Dashboards should not be compared.

\*Grade 11 assessment results are included in the College/Career Indicator.





# College/Career Indicator

The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.





## PREPARED

-  **Smarter Balanced Summative Assessments:** Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
-  **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
-  **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
-  **Completion of Dual Enrollment:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
-  **University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
-  **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

### Additional Criteria

-  Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 “Standard Nearly Met” in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
-  One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
-  Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
-  Completion of CTE Pathway (for a-g requirement only)

## APPROACHING PREPARED

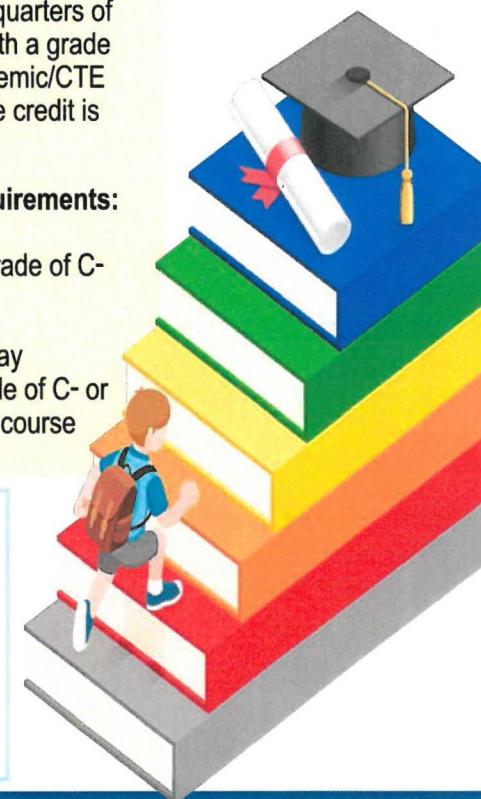
-  **Smarter Balanced Summative Assessments:** Score of Level 2 “Standard Nearly Met” on both ELA and mathematics
-  **Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
-  **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
-  **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

### Criteria Key

-  Assessment
-  Coursework

## NOT PREPARED

Did not meet any of the measures or did not graduate.





Home Pluto Unified - Milky Way Equity Report

## Equity Report






**Pluto Unified - Milky Way County**  
List of all schools in this district

Enrollment: 10,245    Socioeconomically Disadvantaged: 34.9%  
English Learners: 5.9%    Foster Youth: 1.3%    Grade Span: K-Adult  
Charter School: No

Dashboard Release: Fall 2017






Equity Report    Status and Change Report    Detailed Report    Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		11	9
English Learner Progress		1	0
<u>Graduation Rate (9-12)</u>		10	4
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		10	0
<u>Mathematics (3-8)</u>		10	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

Performance Levels:  
 Red (Lowest Performance)   
 Orange   
 Yellow   
 Green   
 Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

General information about the school district or school

Select dashboard reports by year

Report description

Lists the number of student groups with information for each indicator

Lists the number of student groups receiving a red or orange on the state indicator

Information for local indicators

Report navigation toolbar

Overall performance category

List of state indicators

List of local indicators

Performance level key

Notes about information shown in this report

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

<b>SUBJECT:</b> Presentation: Yolo County Office of Education Facility Update	<b>AGENDA ITEM #:</b> 4.4
<b>PER:</b> <input checked="" type="checkbox"/> <b>BOARD REQUEST</b> <input type="checkbox"/> <b>STAFF REQUEST</b>	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input type="checkbox"/> <b>ACTION</b> <input checked="" type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b>  Matt Juchniewicz
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

Matt Juchniewicz, Director of Support Operations Services, will review the facilities condition assessments for Yolo County Office of Education owned sites.

**RECOMMENDATION/COMMENTS:** For information.

# Greengate School

## Facility Condition Assessment

Summary of Findings	Year Established	Area (SF)	Total Needs 2017	2017 FCI %	Total Needs 2022	2022 FCI %
		1974	58,140	\$2,679,560	44	\$3,738,977



The table below contains location-specific information regarding current and forecast Facility Condition Indices. A comprehensive list of expired systems and those expected to be expired between now and the Year 2037 can be found in Table 20 on page 81.

Table 18: Facility Description: Summary of Findings – Greengate School

Building Name	Age (Years)	Area (SF)	Total Needs 2017	Current Replacement Value	2017 FCI %	Total Needs 2021	2022 FCI %
Building A	43	2,384	\$179,233	\$498,649	36	\$308,457	62
Building B	43	6,322	\$724,486	\$1,322,340	55	\$1,010,625	76
Building C	43	3,625	\$272,533	\$758,222	36	\$469,026	62
Building D	43	3,625	\$338,659	\$758,222	45	\$469,026	62
Building E	43	8,820	\$690,162	\$1,844,834	37	\$1,087,253	60
Building F	32	3,600	\$277,056	\$752,993	37	\$277,056	37
<b>TOTAL:</b>		58,140	\$2,482,129	\$5,935,261	42	\$3,621,443	61
Site and Infrastructure			\$63,600			\$63,600	
<b>GRAND TOTAL:</b>			<b>\$2,545,729</b>			<b>\$3,685,043</b>	

Figures below show the current and forecasted needs respectively for all Greengate School facilities grouped by system.

Figure 14: Current Needs (2017): Greengate School

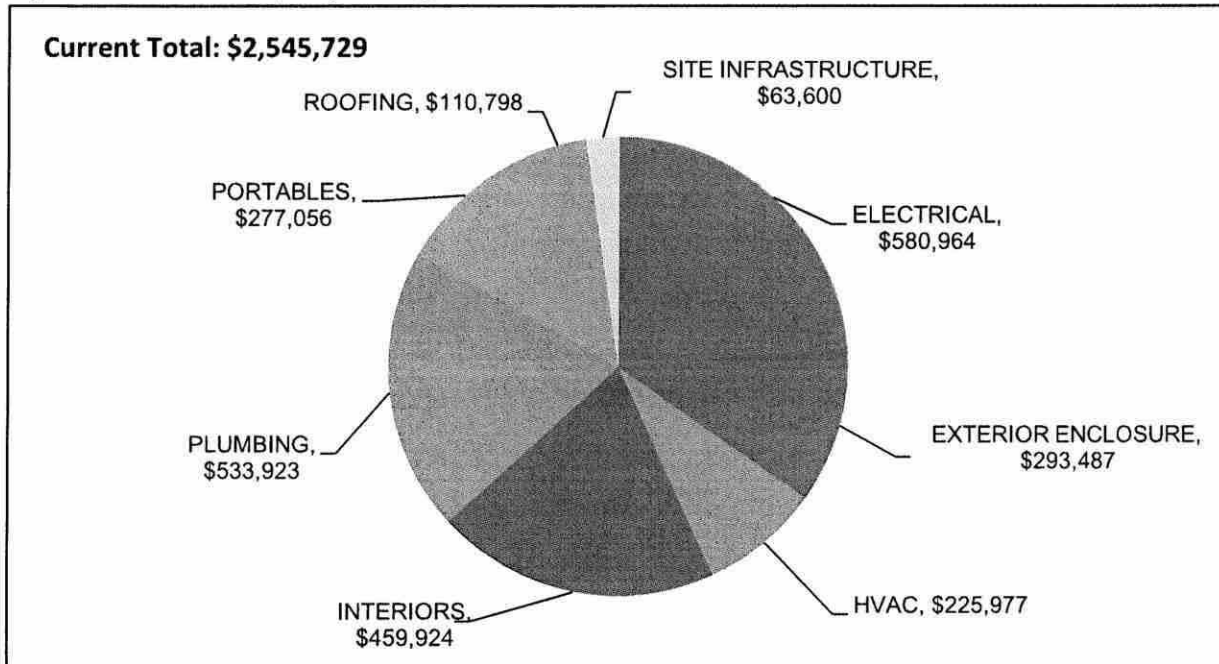
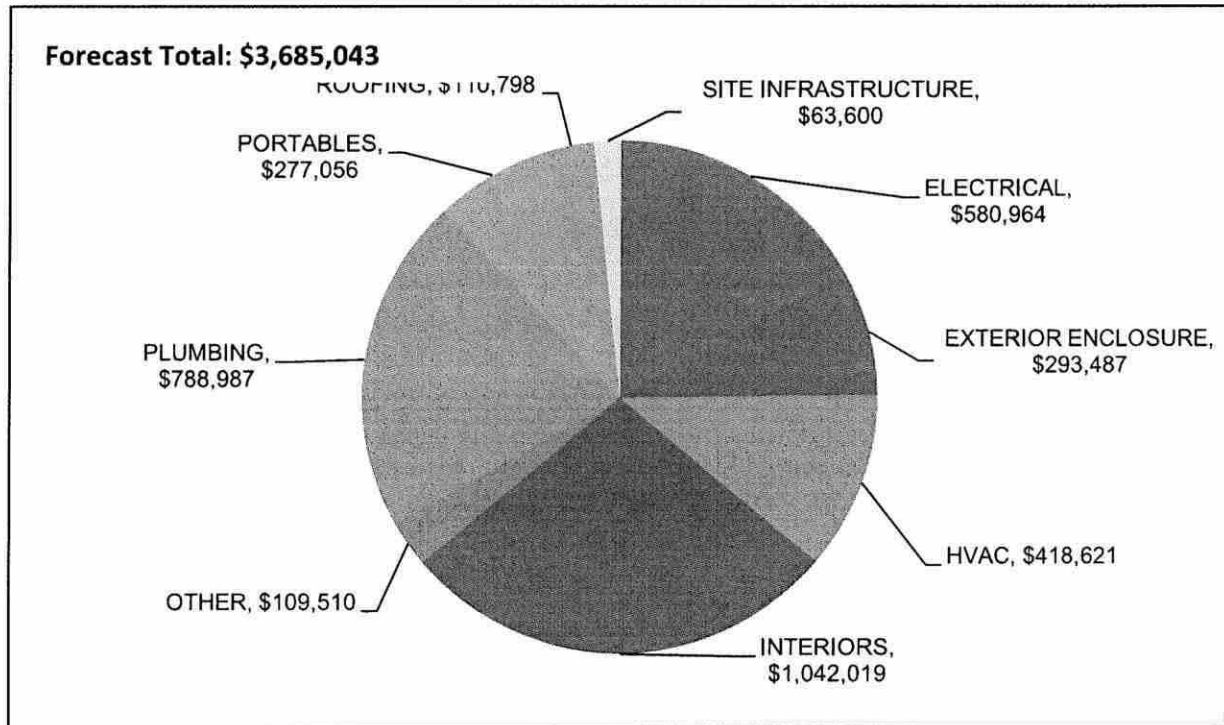


Figure 15: Forecasted Needs (2022): Greengate School



## RENEWAL FORECAST

The renewal forecast below for the Greengate School debt shows the current maintenance and repair backlog and projected facility sustainment requirements over the next 15 years. Please note the renewal forecast does not include potential costs associated with seismic evaluation; seismic retrofitting; hazardous material inspection, evaluation, and mitigation, including asbestos abatement; and NFPA 101 and ADA upgrades. The renewal forecast is shown below:

Figure 16: Current and Forecasted Needs Summarized by Reporting Period: Greengate School

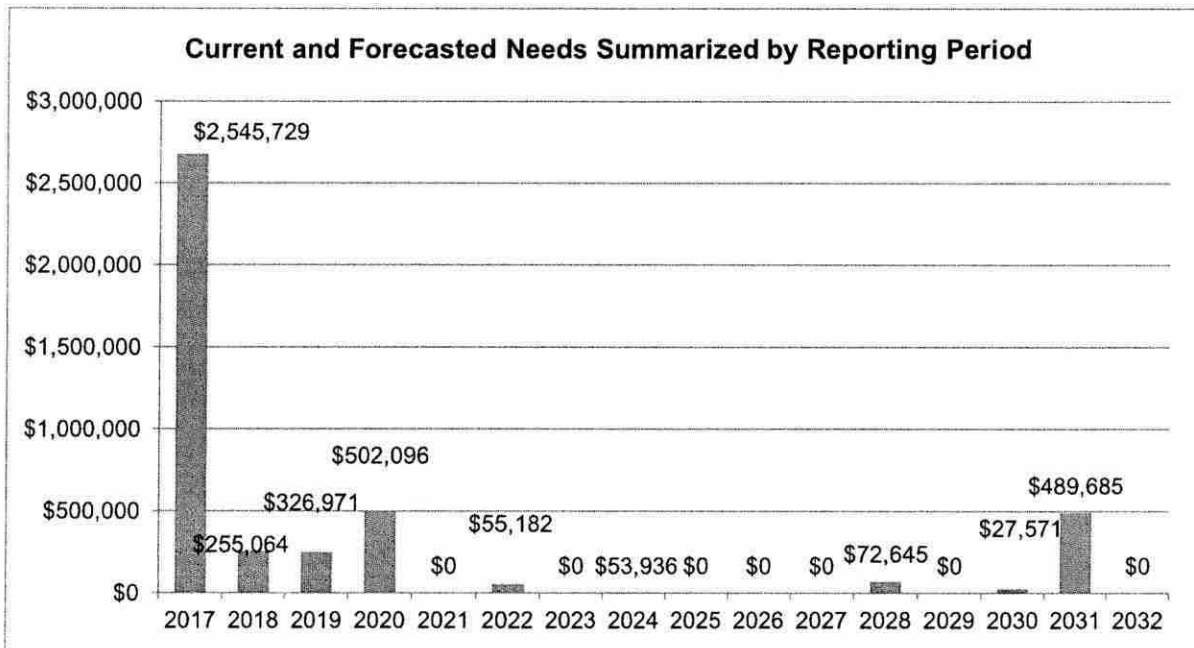


Table 19: Expired Systems 2017

Building	System Category	System	Priority	2017 Needs
Building A	Electrical	Branch Wiring	High	\$23,256
Building A	Electrical	Lighting	Medium	\$23,256
Building A	Electrical	Service Distribution	High	\$14,579
Building A	Exterior Enclosure	Exterior Doors	Medium	\$2,455
Building A	Exterior Enclosure	Exterior Walls (Finishes)	Low	\$10,537
Building A	Exterior Enclosure	Exterior Windows	Medium	\$15,248
Building A	HVAC	Distribution System	Medium	\$21,744
Building A	Interiors	Wall Finishes	Low	\$14,529
Building A	Plumbing	Domestic Water Distribution	Medium	\$10,017
Building A	Plumbing	Sanitary Waste	Medium	\$32,951
Building A	Roofing	Roof Coverings	High	\$10,661
Building B	Electrical	Branch Wiring	High	\$61,672
Building B	Electrical	Lighting	Medium	\$61,672
Building B	Electrical	Service Distribution	High	\$38,660
Building B	Exterior Enclosure	Exterior Doors	Medium	\$6,509
Building B	Exterior Enclosure	Exterior Walls (Finishes)	Low	\$27,943
Building B	Exterior Enclosure	Exterior Windows	Medium	\$40,436
Building B	HVAC	Distribution System	Medium	\$57,662
Building B	Interior Construction	Interior Doors	Medium	\$58,056
Building B	Interior Construction	Specialties	Low	\$57,267
Building B	Interiors	Floor Finishes	Low	\$46,484
Building B	Interiors	Wall Finishes	Low	\$38,529

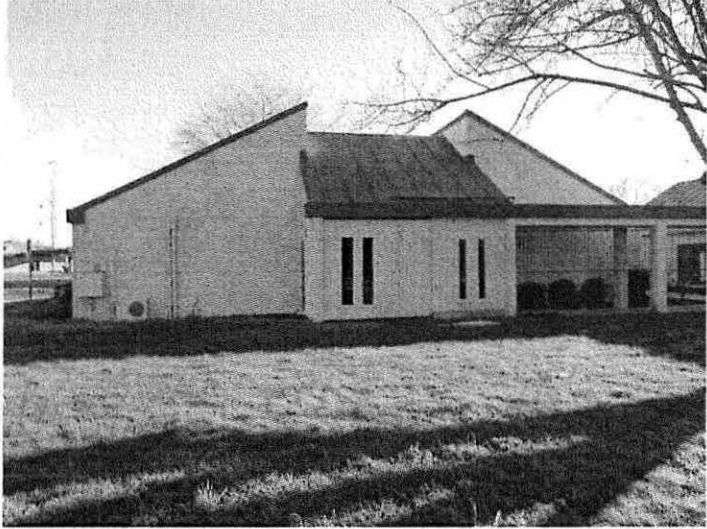
Building	System Category	System	Priority	2017 Needs
Building B	Plumbing	Domestic Water Distribution	Medium	\$26,563
Building B	Plumbing	Plumbing Fixtures	Medium	\$87,380
Building B	Plumbing	Sanitary Waste	Medium	\$87,380
Building B	Roofing	Roof Coverings	High	\$28,272
Building C	Electrical	Branch Wiring	High	\$35,363
Building C	Electrical	Lighting	Medium	\$35,363
Building C	Electrical	Service Distribution	High	\$22,168
Building C	Exterior Enclosure	Exterior Doors	Medium	\$3,732
Building C	Exterior Enclosure	Exterior Walls (Finishes)	Low	\$16,023
Building C	Exterior Enclosure	Exterior Windows	Medium	\$23,186
Building C	HVAC	Distribution System	Medium	\$33,063
Building C	Interiors	Wall Finishes	Low	\$22,092
Building C	Plumbing	Domestic Water Distribution	Medium	\$15,231
Building C	Plumbing	Sanitary Waste	Medium	\$50,103
Building C	Roofing	Roof Coverings	High	\$16,211
Building D	Electrical	Branch Wiring	High	\$35,363
Building D	Electrical	Lighting	Medium	\$35,363
Building D	Electrical	Service Distribution	High	\$22,168
Building D	Exterior Enclosure	Exterior Doors	Medium	\$3,732
Building D	Exterior Enclosure	Exterior Walls (Finishes)	Low	\$16,023
Building D	Exterior Enclosure	Exterior Windows	Medium	\$23,186
Building D	HVAC	Distribution System	Medium	\$33,063
Building D	Interior Construction	Interior Doors	Medium	\$33,289
Building D	Interior Construction	Specialties	Low	\$32,837
Building D	Interiors	Wall Finishes	Low	\$22,092
Building D	Plumbing	Domestic Water Distribution	Medium	\$15,231
Building D	Plumbing	Sanitary Waste	Medium	\$50,103
Building D	Roofing	Roof Coverings	High	\$16,211
Building E	Electrical	Branch Wiring	High	\$86,041
Building E	Electrical	Lighting	Medium	\$86,041
Building E	Exterior Enclosure	Exterior Doors	Medium	\$9,081
Building E	Exterior Enclosure	Exterior Walls (Finishes)	Low	\$38,984
Building E	Exterior Enclosure	Exterior Windows	Medium	\$56,413
Building E	HVAC	Distribution System	Medium	\$80,445
Building E	Interior Construction	Interior Doors	Medium	\$80,996
Building E	Interiors	Wall Finishes	Low	\$53,753
Building E	Plumbing	Domestic Water Distribution	Medium	\$37,058
Building E	Plumbing	Sanitary Waste	Medium	\$121,907
Building E	Roofing	Roof Coverings	High	\$39,443
Building F	Equipment & Furnishing	Special Structure	Medium	\$277,056
Infrastructure	Site Infrastructure	Vehicular Pavements	Low	\$63,600
Total:				\$2,545,729

Table 20. Current and Forecasted Needs Summarized by System: Greengate School

System	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
<b>Total:</b>	<b>\$2,545,729</b>	<b>\$255,064</b>	<b>\$326,971</b>	<b>\$502,096</b>	<b>\$0</b>	<b>\$55,182</b>	<b>\$0</b>	<b>\$63,936</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$72,645</b>	<b>\$0</b>	<b>\$27,571</b>	<b>\$489,685</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Exterior Enclosure</b>	<b>\$293,487</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Exterior Walls (Finishes)	\$109,510	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Windows	\$168,467	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Doors	\$25,509	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Roofing</b>	<b>\$110,798</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Roof Coverings	\$110,798	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interior Construction</b>	<b>\$262,445</b>	<b>\$0</b>	<b>\$134,327</b>	<b>\$0</b>	<b>\$0</b>	<b>\$55,182</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Interior Doors	\$172,341	\$0	\$0	\$0	\$0	\$55,182	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Specialties	\$90,104	\$0	\$134,327	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interiors</b>	<b>\$197,479</b>	<b>\$0</b>	<b>\$0</b>	<b>\$392,586</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Ceiling Finishes	\$0	\$0	\$0	\$256,897	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Floor Finishes	\$46,484	\$0	\$0	\$135,689	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Wall Finishes	\$150,995	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Plumbing</b>	<b>\$533,823</b>	<b>\$255,064</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Domestic Water Distribution	\$104,099	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Plumbing Fixtures	\$87,380	\$255,064	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sanitary Waste	\$342,444	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>HVAC</b>	<b>\$225,977</b>	<b>\$0</b>	<b>\$192,644</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$72,645</b>	<b>\$0</b>	<b>\$0</b>	<b>\$489,685</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Distribution System	\$225,977	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$72,645	\$0	\$0	\$489,685	\$0	\$0	\$0	\$0	\$0	\$0
Terminal & Package Units	\$0	\$0	\$192,644	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fire Protection</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$109,510</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Fire Alarms	\$0	\$0	\$0	\$109,510	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Electrical</b>	<b>\$580,964</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$53,936</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$27,571</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Branch Wiring	\$241,695	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lighting	\$241,695	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Service Distribution	\$97,574	\$0	\$0	\$0	\$0	\$0	\$0	\$53,936	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Electrical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$27,571	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Equipment &amp; Furnishing</b>	<b>\$277,056</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Special Structure	\$277,056	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Site Infrastructure</b>	<b>\$63,600</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Vehicle Pavements	\$63,600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0



## Building A

Summary of Findings		Year Built	Area (SF)	Total Needs 2017	2017 FCI %	Total Needs 2022	2022 FCI %
		1974	2,384	\$179,233	36	\$308,457	62
<b>Construction Type</b>	One-story with split face block						
<b>Roof Type</b>	Modified Bitumen and Standing Seam Metal						
<b>Ceiling Type</b>	Acoustical Tile						
<b>Lighting</b>	Fluorescent						
<b>HVAC</b>	Packaged Units						
<b>Elevator</b>	No						
<b>Fire Sprinkler</b>	No						
<b>Fire Alarm</b>	Yes						

The team entered most spaces that were accessible to include administrative spaces, common spaces, restrooms and mechanical rooms. Please note the team did not enter any "permit-required confined spaces" as defined by the Occupational Safety and Health Administration.

### Condition Summary

- Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Fixtures are in fair to poor condition. Finishes are worn.
- Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life.
- Zinsco electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.
- Rusted door hardware could be a security issue in the future.



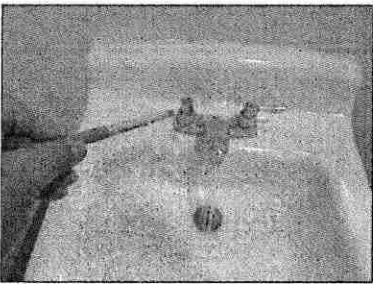
### **Electrical**

Zinsco electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.



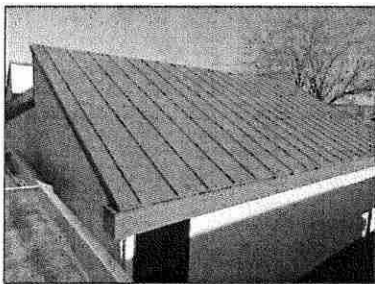
### **Exterior Enclosure**

Maintenance exterior doors frames are rusted and doors finishes are faded and chipped. Rusted door hardware could be a security issue in the future.



### **Plumbing**

Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Fixtures are in fair to poor condition. Finishes are worn and handles are broken.




### **Roofing**

Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life. A small section of roof area is covered with single-ply membrane also in poor condition.

Table 21: Forecasted Needs Summarized by System: Building A

System	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
<b>Total:</b>	<b>\$179,233</b>	<b>\$32,951</b>	<b>\$21,595</b>	<b>\$52,786</b>	<b>\$0</b>	<b>\$21,893</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$72,645</b>	<b>\$0</b>	<b>\$2,653</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Exterior Enclosure</b>	<b>\$28,240</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Exterior Walls (Finishes)	\$10,537	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Windows	\$15,248	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Doors	\$2,455	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Roofing</b>	<b>\$10,661</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Roof Coverings	\$10,661	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interior Construction</b>	<b>\$0</b>	<b>\$0</b>	<b>\$21,595</b>	<b>\$0</b>	<b>\$0</b>	<b>\$21,893</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Interior Doors	\$0	\$0	\$0	\$0	\$0	\$21,893	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Specialties	\$0	\$0	\$21,595	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interiors</b>	<b>\$14,529</b>	<b>\$0</b>	<b>\$0</b>	<b>\$42,248</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Ceiling Finishes	\$0	\$0	\$0	\$24,719	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Floor Finishes	\$0	\$0	\$0	\$17,529	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Wall Finishes	\$14,529	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Plumbing</b>	<b>\$42,967</b>	<b>\$32,951</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Domestic Water Distribution	\$10,017	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Plumbing Fixtures	\$0	\$32,951	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sanitary Waste	\$32,951	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>HVAC</b>	<b>\$21,744</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$72,645</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Distribution System	\$21,744	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Terminal & Package Units	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$72,645	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fire Protection</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,537</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Fire Alarms	\$0	\$0	\$0	\$10,537	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Electrical</b>	<b>\$61,091</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,653</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Branch Wiring	\$23,256	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lighting	\$23,256	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Service Distribution	\$14,579	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Electrical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,653	\$0	\$0	\$0	\$0	\$0	\$0	\$0

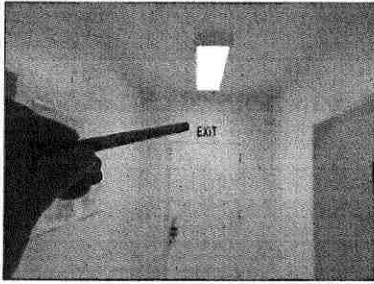
## Building B

Summary of Findings		Year Built	Area (SF)	Total Needs 2017	2017 FCI %	Total Needs 2022	2022 FCI %
		1974	6,322	\$724,486	55	\$1,010,625	76
<b>Construction Type</b>	One-story with split face block						
<b>Roof Type</b>	Standing Seam Metal						
<b>Ceiling Type</b>	Acoustical Tile						
<b>Lighting</b>	Fluorescent						
<b>HVAC</b>	Packaged Units						
<b>Elevator</b>	No						
<b>Fire Sprinkler</b>	No						
<b>Fire Alarm</b>	Yes						

The team entered most spaces that were accessible to include administrative spaces, common spaces, restrooms and mechanical rooms. Please note the team did not enter any "permit-required confined spaces" as defined by the Occupational Safety and Health Administration.

### Condition Summary

- Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Fixtures are in fair to poor condition. Finishes are worn.
- Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life.
- Zinsco electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.
- 1X1 acoustical ceiling tiles are beyond their service life. Acoustical tiles of this type and their adhesives have been known to contain asbestos.



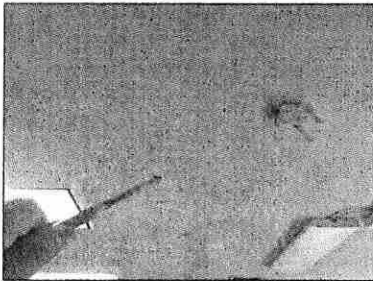
### **Electrical**

Emergency exit signs were observed to be not working when the test switch was activated. Many exit lights were not fully mounted or secured to the ceiling.



### **Electrical**

Zinsco electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.



### **Interiors**

1X1 acoustical ceiling tiles are beyond their service life. Acoustical tiles of this type and their adhesives have been known to contain asbestos.



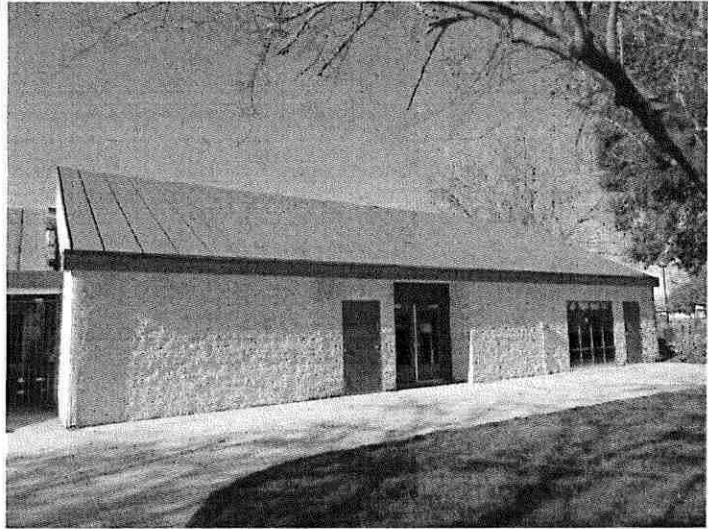
### **Roofing**

Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life. A small section of roof area is covered with single-ply membrane also in poor condition.

Table 22: Forecasted Needs Summarized by System: Building B

System	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
<b>Total:</b>	<b>\$724,486</b>	<b>\$0</b>	<b>\$192,644</b>	<b>\$93,495</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$7,035</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Exterior Enclosure</b>	<b>\$74,888</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Exterior Walls (Finishes)	\$27,943	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Windows	\$40,436	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Doors	\$6,509	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Roofing</b>	<b>\$28,272</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Roof Coverings	\$28,272	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interior Construction</b>	<b>\$115,323</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Interior Doors	\$58,056	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Specialties	\$57,267	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interiors</b>	<b>\$85,013</b>	<b>\$0</b>	<b>\$0</b>	<b>\$65,552</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Ceiling Finishes	\$0	\$0	\$0	\$65,552	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Floor Finishes	\$46,484	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Wall Finishes	\$38,529	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Plumbing</b>	<b>\$201,323</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Domestic Water Distribution	\$26,563	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Plumbing Fixtures	\$87,380	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sanitary Waste	\$87,380	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>HVAC</b>	<b>\$57,662</b>	<b>\$0</b>	<b>\$192,644</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Distribution System	\$57,662	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Terminal & Package Units	\$0	\$0	\$192,644	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fire Protection</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$27,943</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Fire Alarms	\$0	\$0	\$0	\$27,943	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Electrical</b>	<b>\$162,005</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$7,035</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Branch Wiring	\$61,672	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lighting	\$61,672	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Service Distribution	\$38,660	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Electrical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,035	\$0	\$0	\$0	\$0	\$0	\$0	\$0

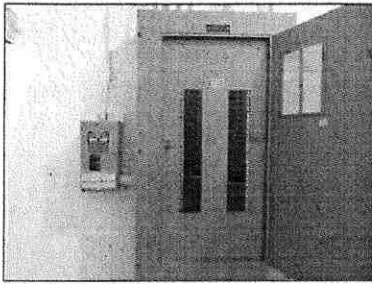
## Building C

Summary of Findings		Year Built	Area (SF)	Total Needs 2017	2017 FCI %	Total Needs 2022	2022 FCI %
		1974	3,625	\$272,533	36	\$469,026	62
<b>Construction Type</b>	One-story with split face block						
<b>Roof Type</b>	Standing Seam Metal						
<b>Ceiling Type</b>	Acoustical Tile						
<b>Lighting</b>	Fluorescent						
<b>HVAC</b>	Packaged Units						
<b>Elevator</b>	No						
<b>Fire Sprinkler</b>	No						
<b>Fire Alarm</b>	Yes						

The team entered most spaces that were accessible to include administrative spaces, common spaces, restrooms and mechanical rooms. Please note the team did not enter any "permit-required confined spaces" as defined by the Occupational Safety and Health Administration.

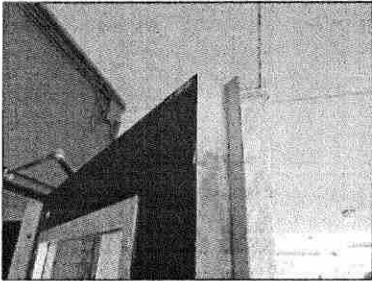
### Condition Summary

- Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Fixtures are in fair to poor condition. Finishes are worn.
- Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life.
- Zinsco electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.
- Painted hard surfaces were observed to be in poor condition with chipping and peeling paint in the area.



### **Electrical**

Zinsco electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.



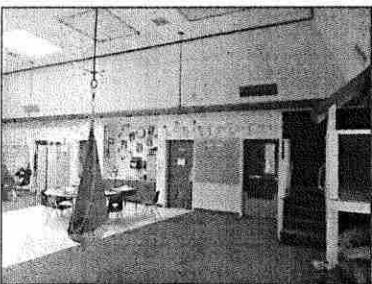
### **Exterior Enclosure**

Exterior doors frames are rusted and doors finishes are faded and chipped. Doors are misaligned and operation is rough. Rusted door hardware could be a security issue in the future.



### **Fire Protection**

Fire alarm system recently renewed and observed to be in good condition. Main panel is in building C. Smoke detectors and pull stations observed to be mounted correctly and in all necessary areas.



### **Interiors**

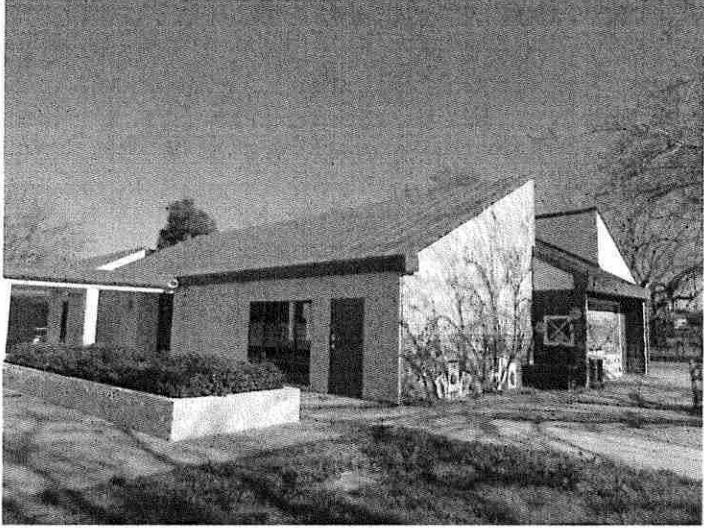
Carpeted floors are near the end of their BOMA predicted life cycle. Carpet was observed to be fair condition with minor stains. Painted hard surfaces were observed to be in poor condition with chipping and peeling paint in the area.



Table 23: Forecasted Needs Summarized by System: Building C

System	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
<b>Total:</b>	<b>\$272,533</b>	<b>\$50,103</b>	<b>\$32,837</b>	<b>\$80,263</b>	<b>\$0</b>	<b>\$33,289</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,034</b>	<b>\$110,461</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Exterior Enclosure</b>	<b>\$42,940</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Exterior Walls (Finishes)	\$16,023	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Windows	\$23,186	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Doors	\$3,732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Roofing</b>	<b>\$16,211</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Roof Coverings	\$16,211	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interior Construction</b>	<b>\$0</b>	<b>\$0</b>	<b>\$32,837</b>	<b>\$0</b>	<b>\$0</b>	<b>\$33,289</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Interior Doors	\$0	\$0	\$0	\$0	\$0	\$33,289	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Specialties	\$0	\$0	\$32,837	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interiors</b>	<b>\$22,092</b>	<b>\$0</b>	<b>\$0</b>	<b>\$64,241</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Ceiling Finishes	\$0	\$0	\$0	\$37,587	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Floor Finishes	\$0	\$0	\$0	\$26,654	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Wall Finishes	\$22,092	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Plumbing</b>	<b>\$65,334</b>	<b>\$50,103</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Domestic Water Distribution	\$15,231	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Plumbing Fixtures	\$0	\$50,103	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sanitary Waste	\$50,103	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>HVAC</b>	<b>\$33,063</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$110,461</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Distribution System	\$33,063	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$110,461	\$0	\$0	\$0	\$0	\$0	\$0
Terminal & Package Units	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$110,461	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fire Protection</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$16,023</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Fire Alarms	\$0	\$0	\$0	\$16,023	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Electrical</b>	<b>\$92,893</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,034</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Branch Wiring	\$35,363	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lighting	\$35,363	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Service Distribution	\$22,168	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Electrical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,034	\$0	\$0	\$0	\$0	\$0	\$0	\$0

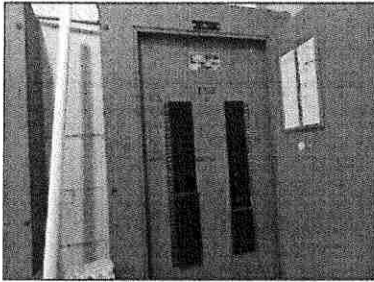
## Building D

Summary of Findings		Year Built	Area (SF)	Total Needs 2017	2017 FCI %	Total Needs 2022	2022 FCI %
		1974	3,625	\$338,659	45	\$469,026	62
<b>Construction Type</b>	One-story with split face block						
<b>Roof Type</b>	Standing Seam Metal						
<b>Ceiling Type</b>	Acoustical Tile						
<b>Lighting</b>	Fluorescent						
<b>HVAC</b>	Packaged Units						
<b>Elevator</b>	No						
<b>Fire Sprinkler</b>	No						
<b>Fire Alarm</b>	Yes						

The team entered most spaces that were accessible to include administrative spaces, common spaces, restrooms and mechanical rooms. Please note the team did not enter any "permit-required confined spaces" as defined by the Occupational Safety and Health Administration.

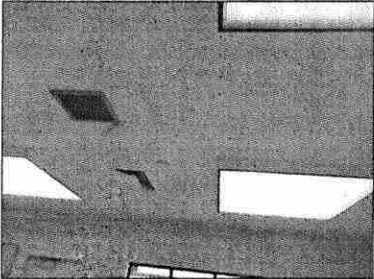
### Condition Summary

- Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Fixtures are in fair to poor condition. Finishes are worn.
- Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life.
- Zinsco electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.
- 1X1 acoustical ceiling tiles are beyond their service life. Acoustical tiles of this type and their adhesives have been known to contain asbestos.



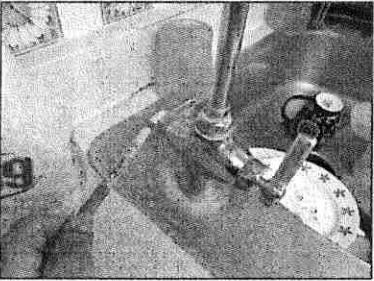
### **Electrical**

Zinsco electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.



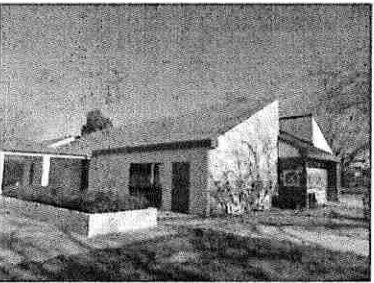
### **Interiors**

1X1 acoustical ceiling tiles are beyond their service life. Acoustical tiles of this type and their adhesives have been known to contain asbestos.



### **Plumbing**

Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Fixtures are in fair to poor condition. Finishes are worn.




### **Roofing**

Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life. A small section of roof area is covered with single-ply membrane also in poor condition.

Table 24: Forecasted Needs Summarized by System: Building D

System	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
<b>Total:</b>	<b>\$338,659</b>	<b>\$50,103</b>	<b>\$0</b>	<b>\$80,263</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,034</b>	<b>\$110,461</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Exterior Enclosure</b>	<b>\$42,940</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Exterior Walls (Finishes)	\$16,023	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Windows	\$23,186	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Doors	\$3,732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Roofing</b>	<b>\$16,211</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Roof Coverings	\$16,211	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interior Construction</b>	<b>\$66,126</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Interior Doors	\$33,289	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Specialties	\$32,837	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interiors</b>	<b>\$22,092</b>	<b>\$0</b>	<b>\$0</b>	<b>\$64,241</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Ceiling Finishes	\$0	\$0	\$0	\$37,587	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Floor Finishes	\$0	\$0	\$0	\$26,654	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Wall Finishes	\$22,092	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Plumbing</b>	<b>\$65,334</b>	<b>\$50,103</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Domestic Water Distribution	\$15,231	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Plumbing Fixtures	\$0	\$50,103	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sanitary Waste	\$50,103	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>HVAC</b>	<b>\$33,063</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$110,461</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Distribution System	\$33,063	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Terminal & Package Units	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$110,461	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fire Protection</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$16,023</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Fire Alarms	\$0	\$0	\$0	\$16,023	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Electrical</b>	<b>\$92,893</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,034</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Branch Wiring	\$35,363	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lighting	\$35,363	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Service Distribution	\$22,168	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Electrical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,034	\$0	\$0	\$0	\$0	\$0	\$0	\$0

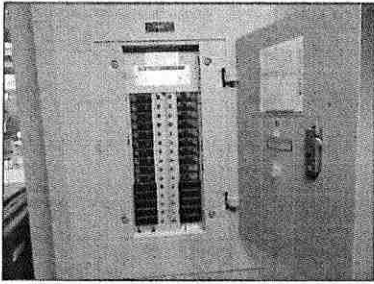
## Building E

Summary of Findings		Year Built	Area (SF)	Total Needs 2017	2017 FCI %	Total Needs 2022	2022 FCI %
		1974	8,820	\$690,162	42	\$1,087,253	61
<b>Construction Type</b>	One-story with split face block						
<b>Roof Type</b>	Standing Seam Metal						
<b>Ceiling Type</b>	Acoustical Tile						
<b>Lighting</b>	Fluorescent						
<b>HVAC</b>	Packaged Units						
<b>Elevator</b>	No						
<b>Fire Sprinkler</b>	No						
<b>Fire Alarm</b>	Yes						

The team entered most spaces that were accessible to include administrative spaces, common spaces, restrooms and mechanical rooms. Please note the team did not enter any "permit-required confined spaces" as defined by the Occupational Safety and Health Administration.

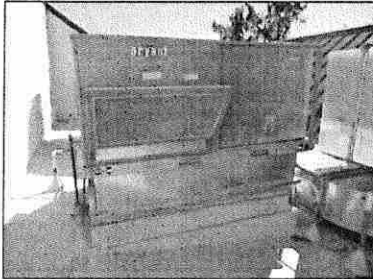
### Condition Summary

- Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Fixtures are in fair to poor condition. Finishes are worn.
- Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life.
- ITE electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.
- Wall cracks were observed and reports of contentious issues. A structural inspection is recommended.



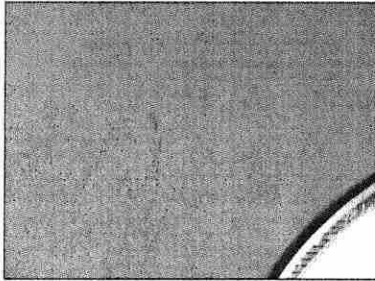
### **Electrical**

ITE electrical panels are obsolete and no longer serviceable. This equipment has documented safety issues and their replacement is a high priority.



### **HVAC**

Roof top units were recently renewed and in good condition. Access to units is complicated and no protection is allocated for the roof coverings. Repeated maintenance may damage roof covering.



### **Interiors**

Wall cracks were observed and reports of contentious issues. A structural inspection is recommended.




### **Roofing**

Metal panels were observed to be rusting and have exceeded their BOMA predicted useful life. A small section of roof area is covered with single-ply membrane also in fair condition.

Table 25: Forecasted Needs Summarized by System: Building E

System	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	
<b>Total:</b>	<b>\$690,162</b>	<b>\$121,907</b>	<b>\$79,895</b>	<b>\$195,289</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$59,936</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,815</b>	<b>\$268,763</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Exterior Enclosure	\$104,478	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Walls (Finishes)	\$38,984	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Windows	\$66,413	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exterior Doors	\$9,081	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Roofing</b>	<b>\$39,443</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Roof Coverings	\$39,443	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interior Construction</b>	<b>\$80,996</b>	<b>\$0</b>	<b>\$79,895</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Interior Doors	\$80,996	\$0	\$79,895	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Specialties	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Interiors</b>	<b>\$53,753</b>	<b>\$0</b>	<b>\$0</b>	<b>\$156,205</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Ceiling Finishes	\$0	\$0	\$0	\$91,453	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Floor Finishes	\$0	\$0	\$0	\$64,852	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Wall Finishes	\$53,753	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Plumbing</b>	<b>\$158,965</b>	<b>\$121,907</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Domestic Water Distribution	\$37,058	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Plumbing Fixtures	\$0	\$121,907	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sanitary Waste	\$121,907	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>HVAC</b>	<b>\$80,445</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Distribution System	\$80,445	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Terminal & Package Units	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fire Protection</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$38,984</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Fire Alarms	\$0	\$0	\$0	\$38,984	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Electrical</b>	<b>\$172,082</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$53,936</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,815</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Branch Wiring	\$86,041	\$0	\$0	\$0	\$0	\$0	\$0	\$53,936	\$0	\$0	\$0	\$0	\$0	\$9,815	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lighting	\$86,041	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Service Distribution	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Electrical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## Building F

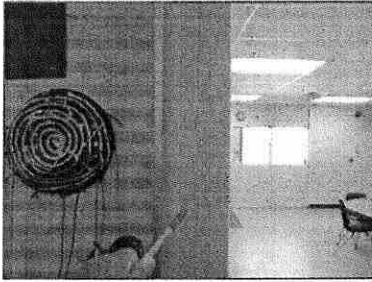
Summary of Findings		Year Built	Area (SF)	Total Needs 2017	2017 FCI %	Total Needs 2022	2022 FCI %
		1985	3,600	\$277,056	37	\$277,056	37
Construction Type	Pre-Engineered						
Roof Type	Other						
Ceiling Type	Acoustical Tile						
Lighting	Fluorescent						
HVAC	Packaged Units						
Elevator	No						
Fire Sprinkler	No						
Fire Alarm	Yes						

The team entered most spaces that were accessible to include administrative spaces, common spaces, restrooms and mechanical rooms. Please note the team did not enter any "permit-required confined spaces" as defined by the Occupational Safety and Health Administration.

### Condition Summary

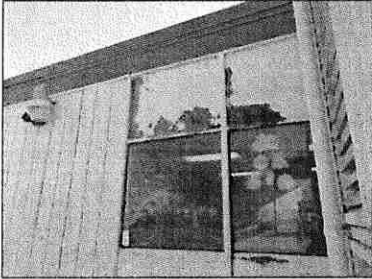
Facility is a pre-engineered portable structure and even with adequate maintenance the structure has a limited useful life. The county may decide to defer construction of permanent buildings when portables are expired because portable structures provide more flexibility than permanent buildings. However, If the county chooses to replace the portables with permanent buildings extensive site and infrastructure construction will be needed and was not calculated in this report





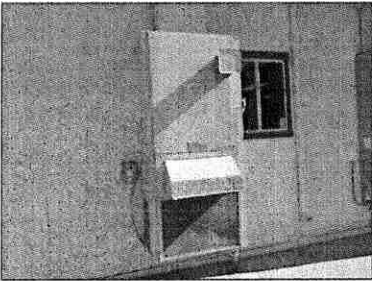
### **Equipment & Furnishing**

Roof coverings were observed in poor condition, Structural issues observed on interior walls and exterior siding and door frames are miss-aligned.



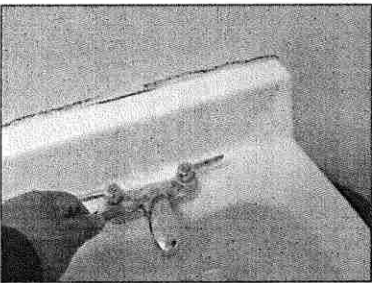
### **Exterior Enclosure**

Single pane glass windows are in poor condition. Factory seals have been repaired with silicon caulk and are failing. rough operation was observed.



### **HVAC**

Wall mounted heat pumps, 4-5 tons. Some improvements have been made but much of the system is expired due to condition. Air duct-work is rusted.



### **Plumbing**

Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Fixtures are in fair to poor condition.

Table 26: Forecasted Needs Summarized by System: Building F

System	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	
Total:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment & Furnishing	\$277,056	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Structure	\$277,056	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

# Greengate School

## Site Infrastructure and Utilities Assessment

A site infrastructure and utilities condition assessment was included in the scope of work for this project. The site infrastructure and utilities assessment is a visual evaluation of the site systems. The teams walked each site to determine the general condition of the systems and categorized them as follows:

- Good condition
- Poor condition and in need of repair
- Poor condition and in need of replacement

Estimated quantities were calculated by digitizing marked-up Google Earth aerial photographs. Google Earth Aerial photographs were used in lieu of site plans. The site assessment was performed and the subsequent results grouped by location. Findings for each location were divided as follows:

- Roadways
- Parking Lots
- Pedestrian Paving
- Site Development
- Storm Sewer

Please note that not all locations have all of the various infrastructure systems present. We determined unit pricing for the various deficiency requirements by referencing 2017 RS Means Building Construction Cost Data and Assembly Cost Data when available; industry sources were used as a supplemental source for unit pricing when needed.

### **CONDITION SUMMARY**

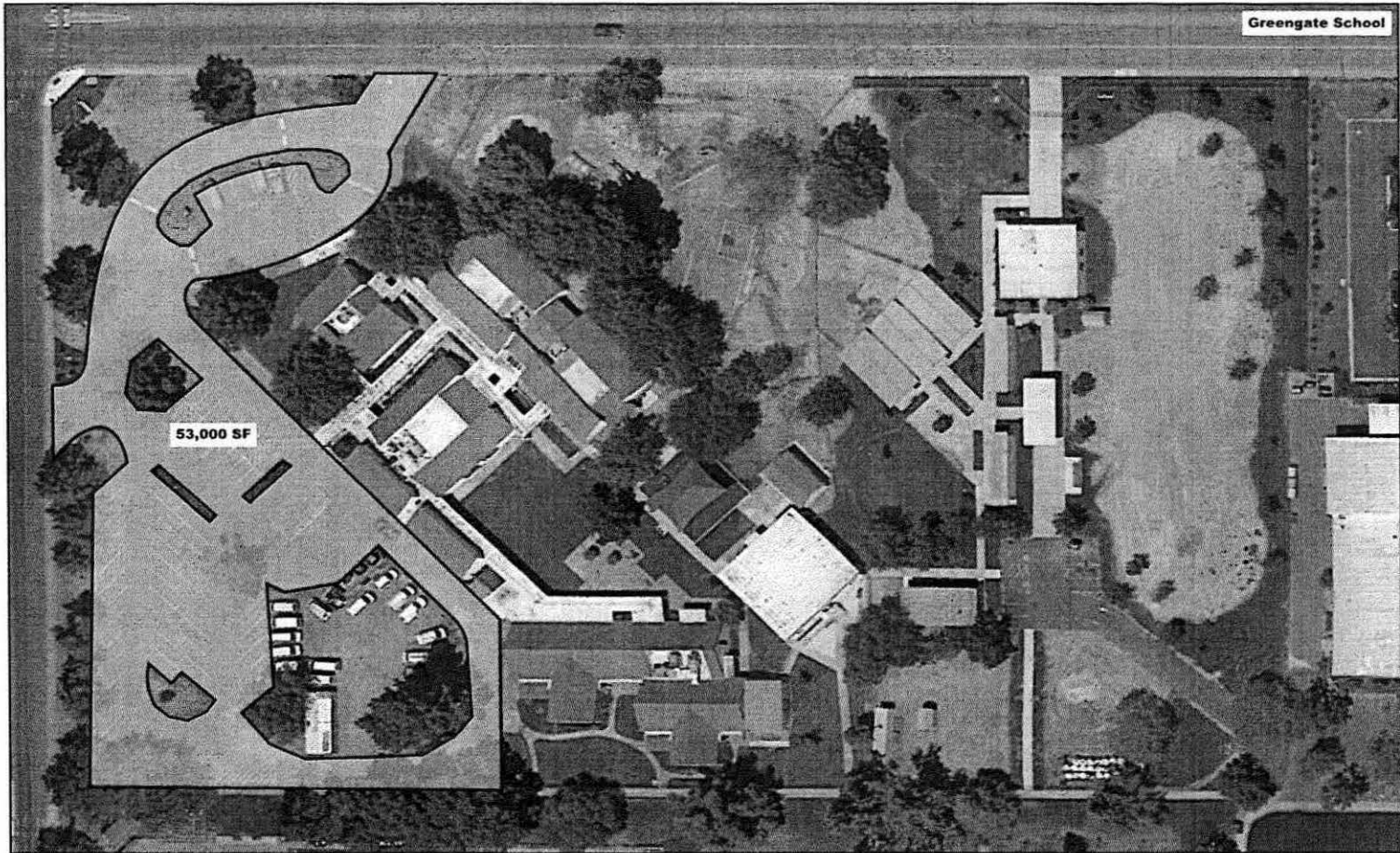
The site was well maintained and appeared to be in overall good condition. The following site descriptions were observed during the assessment.

- The asphalt driveway was in overall good condition, however; crack fill, seal coating, and re-striping would extend the pavements life.
- The concrete walkways were in good condition with no issues to report.
- The asphalt parking lot was in overall good condition, however; crack fill, seal coating, and re-striping would extend the pavements life.

The specific deficiencies observed at Greengate School can be found in the summary of deficiencies table that follows.

Table 27: Aggregate Summary for Greengate School Site Infrastructure

<b>Asset Description</b>	<b>Corrective Action</b>	<b>Notes</b>	<b>Current Needs</b>
Vehicular Pavements	Crack fill, seal coat, and re-stripe asphalt pavement	53,000 SF @ \$1.20 per SF	\$63,600
<b>Total Current Needs</b>			<b>\$63,600</b>



Greengate School

53,000 SF

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

-  Replace Caulking in Concrete Pavement Expansion Joints
-  Crack Fill, Seal Coat, and Re-Stripe Asphalt Pavement
-  Replace Concrete Pavement

-  Site Deficiency
-  Re-Stripe Concrete
-  Resurface Asphalt Pavement

Prepared By:  
**ALPHA Facilities Solutions**

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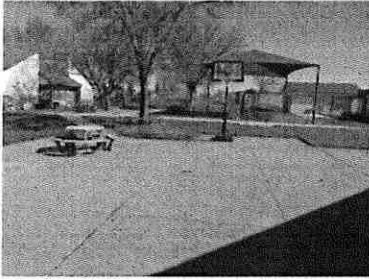
Scale: Not To Scale

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Date: 2017

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Source: Google Maps



### **Site Infrastructure**

The concrete pavements were in overall good condition, however; routine expansion joint sealant maintenance would extend their life.



### **Site Infrastructure**

The asphalt parking lot was in overall good condition, however; crack fill, seal coating, and re-striping would extend the pavements life.



### **Site Infrastructure**

The concrete walkways were in good condition with no issues to report.

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

<b>SUBJECT:</b> Resolution #17-18/15 In Support of High School Voter Weeks, April 15-28, 2018	<b>AGENDA ITEM #:</b> 4.5
<b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>FOR BOARD:</b> <input checked="" type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	<b>RESEARCH &amp; PREPARATION BY:</b>  Jesse Ortiz, Ed.D.
	<b>DATE:</b> February 28, 2017

**BACKGROUND:**

Education Code 49040 cites that the last two full weeks in April and September be known as “high school voter weeks”. This resolution meets the defined education code.

**RECOMMENDATION/COMMENTS:** For information.



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

**Resolution #17-18/15  
In Support of High School Voter Weeks, April 15-28, 2018**

**WHEREAS**, Education Code 49040 lists the last two full weeks in April and in September as “High School Voter Weeks,” and is supported by the Student Voter Registration Act of 2003, and,

**WHEREAS**, it is vital that communities in Yolo County, including 18-24 year olds, immigrants, seniors and low-income populations and those who are traditionally underrepresented be represented at the polls, and,

**WHEREAS**, in the coming months the High School Voter Weeks through traditional and nontraditional methods focus on increasing voter registration and voter turnout, and work to educate communities on the importance of voting;

**NOW, THEREFORE, LET IT BE RESOLVED**, that the Yolo County Board of Education and the Yolo County Superintendent of Schools endorse, and support the High School Voter Weeks of April 15-28, 2018

**BE, IT FURTHER, RESOVLED**, that the Yolo County Board of Education and the Yolo County Superintendent of Schools encourage local school districts to develop outreach activities, such as holding voter registration drives and special events to deliver the message of how voting could impact local schools; and encourage high school students to coordinate activities to register eligible students and parents; and encourage teachers to conduct appropriate lessons related to voting, so that elementary and middle school students can encourage their parents to engage in the upcoming elections.

**PASSED AND ADOPTED** by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on February 27, 2018 by the following vote:

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Cirenio Rodriguez, President  
Yolo County Board of Education

---

Jesse Ortiz, Ed.D.  
County Superintendent of Schools



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

<b>SUBJECT:</b> Second Reading BP/SP 6153 School-Sponsored Trips	<b>AGENDA ITEM #:</b> 4.6
<b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>FOR BOARD:</b> <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	<b>RESEARCH &amp; PREPARATION BY:</b> Sharon Holstege and Garth Lewis
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

California Education Code, Article 13 (Excursions and Field Trips) states in part:

(a) The governing board of a school district or the county superintendent of schools of a county may:

- (1) Conduct field trips or excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or school band activities to and from places in the state, any other state, the District of Columbia, or a foreign country for pupils enrolled in elementary or secondary schools. A field trip or excursion to and from a foreign country may be permitted to familiarize pupils with the language, history, geography, natural sciences, and other studies relative to the district's course of study for pupils.
- (2) Engage instructors, supervisors, and other personnel to contribute their services over and above the normal period for which they are employed by the district, if necessary, and provide equipment and supplies for the field trip or excursion.
- (3) Transport by use of district equipment, contract to provide transportation, or arrange transportation by the use of other equipment, of pupils, instructors, supervisors or other personnel to and from places in the state, another state, the District of Columbia, or a foreign country where those excursions and field trips are being conducted, provided that, when district equipment is used, the governing board shall secure liability insurance, and if travel is to and from a foreign country, liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.
- (4) Provide supervision of pupils involved in field trips or excursions by certificated employees of the district.

Source: [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=35330](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=35330)

BP/SP 6153(a) provides required updates for the YCOE filed trip and excursion policy aligned with California Education Code, Article 13. Administrative Regulation 6153 is included for information only.

**RECOMMENDATION/COMMENTS:** Recommendation is to adopt the Board Policy.

**SCHOOL-SPONSORED TRIPS**

The Yolo County Board of Education and the Yolo County Office of Education recognize that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the County Office's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities.

*(cf. 6143 - Courses of Study)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.2 - Athletic Competition)*

Requests for school-sponsored trips involving overnight travel shall be submitted to the Yolo County Superintendent of Schools or designee. The County Superintendent or designee shall review the request and approve in advance. All other school-sponsored trips shall be approved in advance by the site administrator.

*(cf. 3312.2 - Educational Travel Program Contracts)*

The site administrator shall establish a process for approving a staff member's request to conduct a school-sponsored trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, County Office and student expense, and transportation and supervision requirements. Site administrators may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

*(cf. 3530 - Risk Management/Insurance)*  
*(cf. 3541.1 - Transportation for School-Related Trips)*  
*(cf. 5142 - Safety)*  
*(cf. 5143 - Insurance)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The County Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

*(cf. 1230 - School-Connected Organizations)*  
*(cf. 1321 - Solicitation of Funds from and by Students)*  
*(cf. 1700 - Relations Between Private Industry and the Schools)*

*Legal Reference: (see next page)*

**SCHOOL-SPONSORED TRIPS (continued)**

*Legal Reference:*

EDUCATION CODE

- 8760 *Authorization of outdoor science and conservation programs*
  - 32040-32044 *First aid equipment: field trips*
  - 35330 *Excursions and field trips*
  - 35331 *Provision for medical or hospital service for pupils (on field trips)*
  - 35332 *Transportation by chartered airline*
  - 35350 *Transportation of students*
  - 44808 *Liability when pupils not on school property*
  - 48908 *Duties of pupils; authority of teachers*
- BUSINESS AND PROFESSIONS CODE
- 17540 *Travel promoters*
  - 17550-17550.9 *Sellers of travel*
  - 17552-17556.5 *Educational travel organizations*

*Management Resources:*

WEB SITES

- American Red Cross: <http://www.redcross.org>*
- California Association of Directors of Activities: <http://www.cada1.org>*
- U.S. Department of Homeland Security: <http://www.dhs.gov>*

DRAFT

Adopted:

**YOLO COUNTY OFFICE OF EDUCATION**  
Woodland, California

**SCHOOL-SPONSORED TRIPS**

**Supervision**

Students on school-sponsored trips are under the jurisdiction of the Yolo County Office of Education and shall be subject to County Office and school rules and regulations.

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

The Yolo County Superintendent of Schools or designee shall ensure that adequate supervision is provided on all school-sponsored trips and that there is an appropriate ratio of adults to students present on the trip. If the trip involves water activities, this ratio shall be revised as necessary.

**Parent/Guardian Permission**

Before a student can participate in a school-sponsored trip, the teacher shall obtain **written** parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The County Office shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons making the field trip or excursion shall be deemed to have waived all claims against the County Office or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims. (Education Code 35330)

**Safety Issues**

1. While conducting a trip, the teacher, employee, or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32041)

Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip. (Education Code 32043)

2. The County Office shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion or field trip. (Education Code 35331)

**SCHOOL-SPONSORED TRIPS** (continued)

*(cf. 3541.1 - Transportation for School-Related Trips)*  
*(cf. 5143 - Insurance)*

3. If the County Superintendent or designee receives threat level warnings from the Homeland Security Advisory System pertaining to the destination of a school-sponsored trip, he/she shall implement precautions necessary to protect the safety of students and staff.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

4. Lifeguards are required for all swimming activities. If the activity is at a private pool, the owner of the pool shall provide a certificate of insurance, designating the County Office as an additional insured, for not less than \$500,000 in liability coverage. Staff shall determine supervisory responsibilities for all chaperones.

*(cf. 3530 - Risk Management/Insurance)*  
*(cf. 5141.7 - Sun Safety)*

5. Before trips of more than one day, the site administrator or designee may hold a meeting for staff, chaperones, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip.

*(cf. 5142 - Safety)*

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

<b>SUBJECT:</b> Yolo County Office of Education Master Plan for English Learners	<b>AGENDA ITEM #:</b> 4.7
<b>PER:</b> <input checked="" type="checkbox"/> <b>BOARD REQUEST</b> <input type="checkbox"/> <b>STAFF REQUEST</b>	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input type="checkbox"/> <b>ACTION</b> <input checked="" type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b>  Garth Lewis and Maria Chairez
	<b>DATE:</b> February 27, 2018

**BACKGROUND:**

The Yolo County Office of Education is committed to providing educational services to English Learners aligned to the following requirements per the California Department of Education:

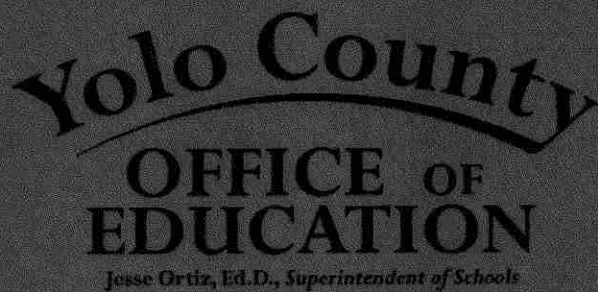
LEAs must ensure that all students meet grade-level core curriculum standards within a reasonable amount of time. The LEA defines "a reasonable amount of time" in their program descriptions. (5 CCR § 11302(a).)

The goal of the English Learner Master Plan is to ensure that all provisions of state, federal, California Department of Education policies and regulations are implemented. This includes describing how English Learners are initially identified, assessed and what programs promote English language proficiency. All provisions of State and Federal laws governing mandated services to English Learners are addressed in the English Learner Master Plan.

The attached information item provides a written description of how Yolo County Office of Education provides language acquisition programs for English Learners in Alternative Education and Special Education programs. The Master Plan for English Learners accomplishes the goal of soliciting parent and community input on what language acquisition programs are provided to English Learners. In addition, the Master Plan provides guidance to staff members who serve English Learners on the procedures for identifying and assessing English Learners as well as how English proficiency is achieved. Finally, the Master Plan for English Learners strives to communicate to all stakeholders the goals and specific actions aligned to state and local priorities to ensure the best educational services to students and their families.

**RECOMMENDATION/COMMENTS:** For information.

# MASTER PLAN ENGLISH LEARNERS



**2017-2018**  
**Superintendent**  
**Jesse Ortiz**

Draft 2/20/2018

## **Introduction**

Yolo County is rich in cultural and linguistic diversity and our mission is to provide the highest quality programs and services to all students. To accomplish this goal, the needs of English Learners (EL) who do not possess fluency in English while enrolled in school must be recognized. In the 2017-2018 school year, a total of 257 students were served in programs operated by the Yolo County Office of Education. Of this number, 58 or 22% were identified as EL students. These students require a variety of teaching methods, materials and approaches to enable the learner's mastery of the Common Core standards while learning English as a Second Language. Ultimately, our goal is to have all EL students reclassified as fluent in English and transition into our community as well-prepared 21<sup>st</sup> Century citizens.

To help students learn English and leave school well prepared for adulthood, this Master Plan for English Learners has been created. The Master Plan for English Learners can inform staff members and the public on what assistance is provided to EL students. The Master Plan strives to provide guidance to all personnel who implement programs and services for these students. While County Offices of Education are not required to submit an annual plan for English Learners, it is believed that having a written plan aids and provides clarification to service providers, the community and other stakeholders who are concerned about the educational services students receive. As such, the Master Plan for English Learners will be modified and updated as procedures or regulations change, but the overall mission and goals of the Master Plan will remain constant.

The procedures include reference to federal, state and local board policies. It is intended to be useful and reflects procedures currently used by staff members of the Yolo County Office of Education. Reference to specific regulations and statutes are limited, as the focus is to provide a useful tool to educators and administrators who are responsible for providing services to students in our programs. Topics covered in the Master Plan include the identification, assessment, parent notification and program placement of EL in both Alternative Education and Special Education programs. Additional chapters provide a description of how English language instruction occurs, how students who have Special Education needs are served, and how monitoring occurs. The final sections provide information on accountability and resources for additional reference.

The goal for this English Learner Master Plan is to ensure that the best practices and procedures are afforded to all students. Questions or comments about the document can be referred to Garth Lewis, Assistant Superintendent, Yolo County Office of Education.



## Table of Contents

<b>Chapter One: Identification &amp; Assessment</b>	4
<b>Identification</b>	
Home Language Survey (HLS)	
<b>Initial Assessment</b>	
<b>Annual Assessment</b>	
Background Information: CELDT & ELPAC	
Procedures	
Primary Language Proficiency Assessment	
Notification of Initial Assessment Results	
<b>Program Placement</b>	
Access to Yolo County Office of Education Services	
Choices of Instructional Programs	
Notification of Annual Assessment Results and Student Placement	
Transfer Students and Transfers from other California Schools	
<b>Chapter Two: Instruction in Alternative Education Programs</b>	11
English Language Programs	
Primary Language Instruction vs. Primary Language Support	
Newly Arrived English Learners with Adequate Formal Schooling	
Newly Arrived English Learners with Inadequate Formal Schooling	
Long-Term English Learners	
Students Who Speak Languages Other Than Spanish	
<b>Chapter Three: Special Education Services</b>	15
Transfer Students to YCOE Programs	
Initial and annual assessment procedures	
IEP and EL considerations	
Reclassification and parent notification	
Best Practices for English Learners with Disabilities	
<b>Chapter Four: Monitoring of Student Progress</b>	19
Assessments	
Use of Assessment Data for Instructional Planning	
Ongoing monitoring of student progress	
Reclassification	
R-FEP Follow-up Monitoring	
<b>Chapter Five: Accountability</b>	23
English Learner Advisory Committee (ELAC)	
District English Learner Advisory Committee (DELAC)	
Staffing and Certification	
Local Control Accountability Plan (LCAP)	
<b>Appendices:</b>	25
Figures	
Resources	

## Chapter One: Identification and Assessment

### Initial Identification

The California Education Code contains legal requirements which direct a school to determine the language(s) spoken in the home of each student. To meet this requirement, students who enroll in schools operated by YCOE are given the Home Language Survey (HLS). The requirement applies to any public school in California. If a student has been previously enrolled in a school in California, and the parent/guardian already completed the HLS, it is not completed again. A request for student records is made and the student record is updated once records are received. The HLS is only given to new students who enroll California schools for the first time. The information assists the schools in determining the next steps in the **initial assessment** process.

#### Home Language Survey

The HLS is reviewed by school personnel to determine if a language other than English is spoken in the home. School personnel review how the parent or guardian responded to questions 1, 2, or 3 and if the parent or guardian indicated a language other than English, then the student is identified as a “pending assessment.” Current procedures flag these students “pending assessment” in Aeries with a “W,” and this enables tracking of these students.

If the parent/guardian answers “English only” to questions 1, 2 or 3, then the child/student is classified as initially English Only (EO) and no further assessments are required. The parent is notified of the results and explained placement options which typically means a mainstream classroom where English is used for instruction. Figure 1 illustrates the initial HLS steps.

### Initial Assessment

For the student who has been identified as “pending assessment”, the next step is administering the state approved **initial assessment** instrument. The **initial assessment** is required to be conducted within 30 calendar days from the first date of enrollment. Currently **initial assessment** procedures are in a transition year. The current test, called the California English Language Development Test (CELDT), will continue to be used for **initial assessments** only until the end of the 2017-2018 school year. For the next school year, 2018-2019, the new **initial assessment** test will be the initial ELPAC assessment test.

The **initial assessment** is required to be administered within 30 days of enrollment. While the law allows up to 30 calendar days to complete the **initial assessment**, best practices recommend conducting the assessment as soon as possible. By conducting the **initial assessment** quickly, the results can be scored by the approved data system administrator, Educational Data Systems, and the results can be shared with school personnel.

Once the CELDT has been administered by trained Yolo County personnel, the test booklets are mailed for scoring. Educational Data Systems notifies the Yolo County Office of Education test administrator of the test results. The test administrator sends the individual student reports directly to the school administrator for dissemination. The students official Aeries record is updated by the Aeries data manager. The Aeries student record is changed from “pending assessment” to either an “L” if the test results show limited proficiency in English or “F” fluent in English. For the student who is fluent in English no further assessments occur.

### **Annual Assessment**

The **annual assessment** is used to determine progress in learning English including listening, speaking, reading and writing. A student’s progress could then be compared by school personnel or the parent or guardian to see what progress the student has made. Under current law (EC313), EL students must continue to participate in the **annual assessment** until they reclassify as fluent English proficient students. The California Education Code states the reclassification criteria to apply to all students, including those with disabilities.

The 2017-2018 school year marks the first time the **annual assessment** of EL students will be done during a new testing window. The new testing window begins February 1, 2018 and continues until May 30, 2018. Previously, the testing window for the annual assessment was October 30<sup>th</sup> of each school year. Moving the assessment to later time in the school year will give EL students additional time in school before being asked to take the annual assessment. This was one rationale for changing the testing window.

The 2017-2018 transition to the new ELPAC assessment involves an additional change. All districts are now required to use the new **annual assessment** test call the “ELPAC summative assessment”. The new summative assessment is closely aligned to California’s Common Core standards.

Students who are required to take the summative assessment include any currently identified EL student. EL students will continue to take the annual summative assessment until such time that the student is reclassified as fluent in English. The reclassification process is described in Chapter Four.

To summarize, the deadline for completing this school years’ **annual assessments** now called “summative assessments” is May 30, and will continue for future school calendar years.

### Background Information

The California Department of Education created the new ELPAC initial and annual summative assessments because the existing CELDT assessment did not align to California’s Common Core state standards. The changes began with the creation of the ELPAC assessment as requested by the State Board of Education. During the transition period from CELDT to

ELPAC, the Department of Education will be creating composite scores and benchmark levels of proficiency. The timeline for terminating the CELDT test will begin in July 2018 after final test metrics are completed. For additional information on the ELPAC, including practice tests or timelines for implementation, see resources in the appendix.

The Department of Education currently is providing training to educators to administer the new ELPAC assessment. The Yolo County Office of Education has several staff members who have been trained to administer both the CELDT and the new ELPAC assessment. Trained staff members from Yolo County are available to conduct both initial and annual summative assessments on students.

### Procedures

All students identified as EL are included in the annual assessment procedures. The three programs include: Cesar Chavez Community School, Dan Jacobs (Juvenile Hall) and Special Education Programs. The procedure for conducting the annual summative is similar in all three schools. EL students are tested in listening, speaking, reading and writing. When all students have been assessed, the student's test booklets are mailed to the state approved test vendor for scoring. When assessment results are completed, the test coordinator is notified. Student records are updated by the Aeries data manager. The process for parent notification of assessment results are like the initial parent notification process, except the results are for the annual summative assessment.

### Primary Language Proficiency Assessment

The assessment of students in their primary language is not mandated by current state or federal laws and it is optional for County Offices of Education. When programs provide support to the student in the primary language, an assessment in that primary language is often recommended. At the present time, assessment of students in a language other than English is not offered as part of the initial or annual assessment purposes. However, primary language assessment in Spanish is conducted in designing instructional services and is described in additional detail in Chapter Two under primary language support.

### Notification of Assessment Results

Parents whose student speaks a language other than English will be notified in writing by their child's school of the results of the initial and annual assessment results. The results of the initial assessment include the classification which can be "fluent in English" or "Limited in English" (referred to as English Language learner). The notification gives the parent the opportunity to learn about the academic program that will help increase the student's English skills.

The parent letter is provided in both English and Spanish and the letter includes an opportunity to learn about the instructional program offered by the school and contact information is provided. (See Figure 3 parent notification letters). If a student is identified as initially fluent in English, parents are notified of the assessment results, and the student receives the same program options as those given to English only students. This means that no language support for learning English as a Second Language is provided.

### **Program Placement**

The program services offered vary depending on the school site, but the common element includes instruction to support English language proficiency. All students have an equal opportunity to participate in all extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses, programs or services. The parent has the right to opt out of language assistance programs, and this option is included in the notification to parents.

The program services offered at each site are defined and described in different documents at school sites. For Alternative Education, services provided are included in the student and parent handbook. For Special Education, the services are described in the parent and student handbooks or in other documents at the school level. In addition, Special Education has a staff handbook which provides detail on its programs and procedures.

For students with dual needs, an Individual Education Plan includes support provided for English language development. Details on how dual needs are met is provided in Chapter Three.

#### Access to Yolo County Office of Education Services

Yolo County Office of Education provides support to local school districts in the county and the programs operate based upon the needs of the entire county. For example, Alternative Education sites offer students from local school districts the opportunity to re-enroll in a high school diploma granting program. Special Education Programs are also offered to students who have Individual Educational Plans that require services offered by Yolo County Office of Education.

English Learners enrolled in an Alternative Education Program are placed in English language classes with primary language support provided by a Paraeducator. Primary language support is provided as needed. All English language classrooms include access to state Common Core Curriculum and ELD standards. Parents/guardians are informed what instructional program is being offered and how English Language proficiency will be addressed. The site administrator along with other site personnel, create an Individual Learning Plan that is unique for each EL student and ensures equal access to the Common Core Curriculum.

#### Choices of Instructional Programs

Designing programs for English Learners needs to reflect the wide variation of student needs. Some students are recent arrivals to the U.S. and therefore need a “Newcomer” program. The Newcomer program considers the new experiences these students face in a new country and learning a new language. Other EL students who have emerging communication skills and higher levels of English proficiency, need access to both content, English Grammar, Syntax and Academic Vocabulary to ensure success in Common Core State Standards. Then there is a group of students who despite being identified early in their schooling as English Learners, continue to not reclassify as fluent and are called “Long Term” English Language learners or LTEL’s. Programs for EL’s therefore need to respond to the specific needs and yet be flexible to change according to formative and summative assessment results.

The decision of what services are provided to EL learners includes the use of formative and summative assessment results, use of online resources based upon the individual student’s needs, use of textbooks, instructional supplies, and other materials supported by the California Department of Education as appropriate for EL learners, and supplemental resources provided by outside agencies or individuals.

In addition, the decision of what services are provided to EL learners includes a shared decision-making team process. The composition of each team will vary, but typical memberships includes expertise in the following areas:

- \_ Site leadership
- \_ English language arts/literacy
- \_ Mathematics
- \_ Assessment, including primary language tools
- \_ Special Education
- \_ English Language Development including EL certificated staff member

In Alternative Education, the team may also include an experienced Alternative Education lead teacher, a bilingual/bicultural paraprofessional knowledgeable of the student’s culture and target home language, and a counselor or social worker experienced in restorative practices and college and career readiness or transition.

The specific services EL students receive in all Alternative Education programs include:

- ELD instruction until the student is reclassified
- Qualified teachers providing ELD instruction
- Targeted Newcomer instruction in English (Dan Jacobs)
- Ongoing formative assessment tools
- ELD specific curriculum (EDGE ELA textbooks, American Reading Company) and online supports (Rosetta Stone, Odysseyware etc.).
- Documentation of the Individual Learning Plan (ILP) or Individualized Education Plan (IEP) that includes support for English proficiency growth
- Universal Design instruction offering differentiation throughout core content areas.

In addition to specific program services, Yolo County offers professional development to all site personnel, including onsite coaching by a Program Specialist who has expertise in offering EL professional development. The Program Specialist offers staff development on integrated and designated ELD standards, literacy and how to use a wide range of instructional materials to meet the individual learning plans of EL learners, including those who have an IEP.

#### Notification of Annual Assessment Results and Student Placement

Yolo County Office of Education programs notify parents using a standardized letter for programs offering Alternative Education Services. It is signed by the Associate Superintendent. For programs offering Special Education Services, the Director of Special Education notifies parents/guardians of the initial and annual assessment results. (See Figure 3 in appendix for sample parent letter).

The notification is provided in both English and Spanish and a parent may request an individual meeting or conference to discuss the assessment results. The EL Program Specialist contact information is provided along with phone numbers. The goal is to ensure that parents are fully informed and aware of what services are available based upon the initial and annual assessment results.

#### Transfer Students

Yolo COE students are generally placed with us by the district of residence or the probation department. To ensure appropriate placement, each student's relevant assessment, academic progress, and placement information is requested from the prior district by the school office staff and entered into the student information system when it is received. The student language status is verified in CALPADS. Students who are new to California Public Schools are asked to complete the Home Language Survey to determine if testing is needed. New students enrolled in the Juvenile Hall are also given the QIA assessment when no prior records are available.

#### Transfers Between YCOE Schools

The records in the student information are available to staff at the school of enrollment. Staff review the student's relevant assessment and academic progress information when the student is enrolled.

#### Transfers from Other California Schools

Students transferring to Yolo COE from another district within the state often have records of a Home Language Survey, scores on the mandated assessments including the CELDT,

and an initial language status (EO, IFEP, EL). The students do not need to go through the Yolo COE initial identification process. The student's relevant assessment, academic progress, and placement information is requested from the prior district by the school office staff and entered into the student information system when it is received. The student language status is also verified in CALPADS.



## **Chapter Two: Instruction in Alternative Education Programs**

### **English Language Programs**

Alternative Education Programs offer EL students a Structured English Immersion (SEI) Program which is defined as:

“A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content” (CDE Initial Parent Notification Letter, November 2017).

The English language program includes ELD instruction, primary language support, assessment of EL students literacy skills in Spanish, and support for primary language literacy when EL students lack foundational skills in their native language are lacking. The English Language program includes providing instruction using the ELD standards in correspondence with the California Common Core State Standards. The ELD standards are offered on a continuum, addressing the English language and literacy skills across all academic content areas. A student’s instructional schedule includes designated and/or integrated ELD instruction time as part of English Language Arts literacy instruction.

### **Primary Language Instruction vs. Primary Language Support**

Alternative Education sites offer year-round English and primary language support to students. For students who are newcomers, primary language support is more frequent in time and intensity. For students who are EL long-term learners, primary language support is provided only as needed. Students who have the greatest need for primary language support receive support in the form of direct instruction, translation, preview/review methods, and access to online tools. Often web based resources can be provided in different languages. For non-Spanish speakers, primary language support may be less intensive and may rely on web based language translation or other language resources.

All alternative education sites conduct assessments in the student’s primary language for literacy. This typically means if an EL student has been enrolled in a US school for less than one year, assessment is conducted in Spanish.

Spanish assessments include: STAR Spanish Reading, ENEL Spanish Independent Reading Level Assessment, STAR, Odyssey Software Spanish for core content subjects, and any other informal assessment done one to one with the student.

### **Newly Arrived English Learners with Adequate Formal Schooling**

Arriving into a new county can be an overwhelming experience for students, especially those who may not know the language or culture of the community they now live in. Alternative Education operates Dan Jacobs School in the Juvenile Detention Center for youth. Some of the youth are unaccompanied minors and are served by the Office of Refugee and Resettlement Program referred to as the ORR classrooms.

EL learners new to the US have unique needs and the Newcomer program strives to provide a safe welcoming environment for learning. The customized program is referred to as “Newcomer Program”. The Newcomer program includes the following:

- Quick Inventory Assessment (QIA) for oral and literacy skills in English
- Use of computer assisted instruction including Rosetta Stone English Language Acquisition program and other web based tools
- English Language Instruction that is responsive, relevant and aligned to the ELD state standards
- Content instruction in a language understandable to the learner by scaffolding vocabulary, reading resources, and using effective pedagogy for newcomers
- Use of formative assessments to guide English language acquisition and primary language literacy support.
- Life skills instruction including consumer and employment development classes

The ORR classroom offers refugees and new arrivals the chance to learn how to read in their own language while at the same time acquire English proficiency. All teachers are certified and trained to instruct and a bilingual paraprofessional collaborates and contributes to the instructional program for Newcomers.

All staff members participate in staff development designed to promote research based teaching strategies. Bilingual paraprofessionals are included in professional development and classroom coaching is provided. The coach models the use of sheltered English instruction, how to differentiate teaching to value diversity and cultural diversity, and how to offer a welcoming, valuing empowering climate that respects the socio-emotional needs of Newcomers. Additional support is provided by outside partners including mental health, Yolo Arts, SAYS Program and other partners.

### **Newly Arrived English Learners with Inadequate Formal Schooling**

The needs of students whose educational experiences was interrupted, unable to attend school, either in their country of origin or in the US, require special instructional approaches. Alternative Education students who lack foundational literacy or numeracy skills will be afforded instruction that is comprehensible to him/her and if possible, in a language he/she understands. English Learners of all ages who need basic literacy support will be provided support. At Dan Jacobs, literacy support in Spanish can include developing vocabulary, phonics, sight words and fluency, as described in the California Department of Education publications (CA CCSD ELA/Literacy). Research (NICHD 2000) supports the justification of instruction in the students’ primary language as transference to the second language is likely since the student can learn literacy easier in a language he/she comprehends.

The sequence of foundational literacy skills is an instructional decision made by the classroom teacher using formative assessment data and the needs of the student. The Individual Learning Plan will include input from the EL student on his/her goals and the newly arrived student being served in the ORR program can receive literacy in his native language.

## **Long-Term English Learners**

The needs of Long Term English Learners referred to as LTEL are met using a wide range of instructional materials and strategies that are culturally responsive, relevant and tied to California Common Core State Standards and language needs. A recent policy report on English Language Learners (National Council of Teachers of English, 2008) recommends that a student's academic vocabulary be developed. High levels of academic vocabulary can help students understand content and improve reading proficiency. The report recommends that LTELs master literacy goals by incorporating topics and activities that allow students to connect with issues of personal interest and increase academic vocabulary.

Alternative Education school sites use the American Reading Company professional learning program and instructional materials to meet the needs of English Learners and LTEL's. The materials offered are culturally relevant, include various reading levels, include both fiction and non-fiction books, and help students progress quickly by building in independent reading time. The other strategies used for LTEL include:

- use of online software programs that scaffold to the students reading level
- use of chromebooks and web based resources to build 21<sup>st</sup> Century Technology Skills
- access to College and Career readiness experiences, including Career Technical Education
- Art, Physical Education, culturally responsive hands on experiences and mentoring support
- use of thinking maps/graphic organizers, academic vocabulary, and EDGE textbooks
- classroom discussion, and authentic writing experiences that reflect student's personal life experiences
- use of a variety of scaffolding activities that aid with task completion that otherwise could not be done on his/her own

The needs of LTEL students are met by teachers implementing a philosophy of "what works" approach to instruction. This means that positive social/emotional skills are taught while also developing content knowledge that lead to a high school diploma. EL student's linguistic needs are assessed in a caring culturally responsive environment and instruction is scaffolded to meet the varying levels of language skills. If based upon data students find material boring or irrelevant, changes are made quickly with the goal of connecting content to the interest of students. Data on reclassification is also used to gauge the effectiveness of these strategies along with other formative assessment tools. The cycle of continuous program improvement is used by teachers to maximize student learning.

## **Students Who Speak Languages Other Than Spanish**

At Dan Jacobs, some of the youth served by the Office of Refugee and Resettlement Program speak a language other than English or Spanish. In these rare cases, primary language support is provided by using web based resources. In addition, all other support afforded all

students is evaluated to determine if modifications or adaptations are needed due to the student's primary language needs.

## **Chapter Three: Special Education Services**

### **Transfer Students from Other Schools**

Yolo County Office of Education offers local school districts and other agencies access to educational agencies and service providers for those students who have been identified as individuals with exceptional needs. Opportunities to access Special Education programs are made available to school districts and the specific procedures are described in district plans.

If a school district recommends a student be considered for special education programs or services operated by Yolo County SELPA, then a SELPA Regional Program Consideration form needs to be completed. The request to consider program requires parent/guardian permission and the process is typically coordinated by the district where the student is currently enrolled. The parent of a student who has a primary language other than English will indicate the parent's primary language on the referral form and translation services are provided to facilitate parent involvement and full participation in the request for services. The Director of Special Education coordinates the request for transfer to special education programs operated by Yolo County Office of Education.

### **Initial and Annual Assessment Procedures**

State and Federal law, including CEC 52163, provide protections for students who speak a language other than English. An EL student may also be identified for special education services and County Offices of Education are required to comply with state and federal laws that provide for both EL needs and those addressing the student's disability.

Since each EL student's language proficiency needs vary widely, it is inappropriate to create a single structure to guide the initial and annual assessment process. Therefore, the following is a guideline and not intended to be the only procedures that should be used for EL students with IEPs. The following are guidelines and flow charts to facilitate the dual rights of EL students with IEP's and should be used only as guidelines.

#### Initial Assessment

As previously described, all students who enroll in a public school in grades K-12 are required to complete the Home Language Survey (HLS). Upon completing the HLS, if the answers are Yes to questions 1, 2 or 3, then the student is to be considered for initial assessment using either the CELDT or ELPAC. An alternative assessment for initial identification is allowed for students. See Figure 4 for steps to follow if an alternative assessment is appropriate.

The alternative initial assessment is used when student is unable to participate in or respond to the CELDT or ELPAC test due to his/her significant disability; the student can be given the Alternate Language Proficiency Instrument (ALPI) or any other modification or accommodation as approved by the I.E.P. team.

## IEP and EL Considerations

The I.E.P. team will need to authorize the use of the ALPI or any other modification or accommodation and the parent must be informed that the initial assessment may result in the student being identified as an English learner. The parent or guardian should be informed that schools must aid including but not limited to learning English, and other assistance to ensure meaningful participation in all curricular and extracurricular activities (OCR “Civil Rights Laws”, January 7, 2015 Memorandum). Yolo County Office of Education Procedures are as follows:

Steps for Initial Assessment:

1. **Complete** the HLS within 30 days from the date of enrollment in the school.
2. **Determine** if an alternate assessment is to be used for the special education student prior to administering the ELPAC test.
3. **Amend I.E.P.** to approve use of an alternative assessment, or any other modification of the ELPAC. If a modification, accommodation or alternative assessment is recommended, this should be recorded on the ELPAC Answer Book. The appropriate box should be checked for all four domains: Listening, Speaking, Reading, and Writing. If the ALPI is used only, then proceed to the next step. If accommodations or modifications are made, record these in the IEP and continue with the ELPAC test following assessment procedures approved by the California Department of Education.
4. **Administer** the ALPI and score following ALPI Manual (1989 Valdez).
5. If a student is identified as English only, the student will be classified as “initially Fluent in English” and the procedures for recording these results will be followed by each school. In Yolo County Office of Education, the school secretary will **update AERIES** with the code of “IFEP”.

The next decision step to be discussed is when and how an EL student needs to complete the **annual assessment**. All EL students are required to participate in the annual assessment however the IEP team can decide if an alternative assessment tool or procedure is needed to meet the student’s needs. An alternative assessment procedure is permitted to count toward the **annual assessment**. Figure 6 shows the steps for special education annual assessment.

The decision on what to test, what modifications or accommodations are needed, and what time allowances are provided are included in the ELPAC modifications form. This determination should include personnel who have expertise with EL learners, including knowledge of state and federal requirements. By teaming English language personnel with Special Education personnel, a joint decision- making process can ensure that all considerations regarding language and special needs are considered.

These students must be annually assessed until they are reclassified as fluent in English (RFEP) based on the guidelines for reclassification established by the State Board of Education (ECS 313[f]). For additional guidelines the California Department of Education has specific guidance in the *2017-2018 CELDT Information Guide*.

The procedure for conducting the **annual assessment** should consider the students' disability and if the ELPAC assessment is appropriate or any modification, accommodation or alternative assessment to the ELPAC test. The use of an alternate assessment or modification must be approved and stated in the IEP and if the alternative assessment identifies the student as reclassified, the student would be identified reclassified fluent English proficient (R-FEP). Once the assessment has been completed, the reclassification team would determine if the student has reached an appropriate level of English proficiency aligned to their level of functioning, and if the ALPI is used to determine this, the final results of the ALPI would be recorded and used to determine the student's annual language proficiency status. In Yolo County Office of Education, the school secretary will **update Aeries with a code of "R-FEP"**. Additional steps to follow include:

Steps:

1. Any student who **previously took the ELPAC** and subsequently became eligible for or was eligible for an I.E.P., the procedures for conducting the **annual ELPAC test** can be modified to reflect the I.E.P. team's determination that an alternate assessment or modification will be used for meeting the annual EL assessment requirement.
2. The **I.E.P** is updated to reflect what alternative assessment, modification, or accommodation will be used for the annual ELPAC test requirement.
3. Administer the ALPI and score following ALPI Manual (1989 Valdez) or if a modification, accommodation is done, record this and administer the ELPAC.
4. If a student is identified as proficient in English, then in Yolo County Schools, the school secretary updates AERIES and uses the code of "R-FEP".

#### Summary Procedures:

Annual summative ELPAC testing is done for:

- Any student new to the district or school student in grades K-12 up to age 22, including TK who has a **Home Language Survey Other than English**.
- Any existing student who has designated language fluency as an English Language (EL) learner.

Other considerations:

- If the student is currently listed in Aeries as an English Language Learner student and you **do not** have the paperwork for re-designation as Reclassified Fluent English Proficient, then test the student using the ELPAC or alternative assessment depending what the I.E.P. states.
- If the student was tested and he/she qualified for reclassification, then the school secretary should update AERIES with the new status of R-FEP.

#### **Reclassification and Parent Notification**

Most EL students with disabilities will be able to participate in the ELPAC using the modifications and alternative assessment provisions permitted by the CDE. The CDE does not

make specific recommendations on what instrument to use but guidelines are provided under the CDE ELPAC website. Accessibility resources currently available include designated supports, accommodations, and other modifications as approved by the IEP team.

The decision to use a locally determined test for reclassification is done at the school level with input from the Special Education Director. The California Department of Education does allow for local test measures to be use but the procedure for selecting and use such alternative measures should be approved by the Director of Special Education.

Parent notification of initial and annual assessment results must be completed for all EL students regardless of disability or program placement. See Figure 2 for sample parent notification letters. Additional guidelines on reclassification using the ELPAC will be shared after the California Department of Education completes the validation and analysis study which is expected to be completed in August 2018. The procedure for reclassification of EL students is described in greater detail, see Chapter Four.

### **Best Practices for English Language Learners with Disabilities**

Several questions arise when an EL student has both language differences and has been identified as an Individual Educational Plan or IEP. Since this student has dual protections, frequently asked questions include:

What are best practices for EL's with IEPs?

What flexibility does the IEP team have on the determination of whether the CELDT or ELPAC will be administered?

What role does the EL students primary language play in the instructional program?

Currently, the California Department of Education is creating a handbook on EL Special Education and the development of the manual is expected to provide guidance on these and other questions. A review of Best Practices by the California Department of Education AB 2785 workgroup has suggested the following:

- Staff development is provided by both Special Education and Specialist familiar with language acquisition, culture/acclturation and EL legal requirements
- Safeguards including policy to avoid the over or under identification of EL in Special Education Programs or related services
- Review of the EL student's IEP for language of instruction and instructional delivery systems to be inclusive of primary language support as needed
- Clearly stated linguistically appropriate goals, objectives and program services to meet the language development needs of the EL learner with disabilities.
- Guidelines for working with families, including support for EL learners as transition from school to the workplace or post K-12 education

The specific linguistic supports provided to EL learners with disabilities in Special Education programs vary depending on the individual needs of the learner. The IEP team would address the individual EL learners needs and specific goals/objectives would be reflected in the written IEP and during such meetings, support for families would be provided, as needed.



## Chapter Four: Monitoring of Student Progress

### Assessments

Yolo County operated schools comply with mandated state assessment requirements including assessment required for English Language learners. These include but are not limited to those listed below:

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<b>Assessment Name</b>	<b>Purpose</b>	<b>Timeline</b>
QIA	Quick language assessment	Upon enrollment in ORR classroom
CELDT/ELPAC	Initial Assessment	within 30 days of enrollment
ELPAC Summative	Annual Assessment	February 1-May 30, 2018
EDGE	Curriculum/Instruction	Ongoing
SBAC Assessment	Annual	Spring of each calendar year
STAR Reading/Math	Progress Monitoring	Every 45 days
IRLA/ENEL	Diagnostic Reading Level	Every 6-8 weeks

---

There may be additional teacher determined assessments. The use of rubrics also occurs by instructional staff and students progress on language rubrics is used for instructional planning and adjusting the wide range of materials or books used by students.

Additional assessment tools may be in the student's assessment record as EL students may have taken primary language assessments in the prior school of enrollment. Prior assessment records will be accessible in Aeries by Yolo County school staff members.

### Use of Assessment Data for Instructional Planning

The use of assessment data for instructional planning involves ongoing conferencing with students and frequent goal setting using the Individual Learning Plan to update goals and services. The Individual Learning Plan, translated in Spanish, includes formative assessment data, interview questions, relevant personal history and transition goals after leaving Yolo County schools. College and Career goals are also written and updated.

Critical assessment data for Alternative Education students includes tracking a student's progress in meeting graduation credit requirements. Currently 140 credits are required for graduation at all Alternative Education school sites and 40 credits are in English. Grade reports and credits earned are shared with all students every grading cycle.

### Ongoing Monitoring of Student Progress

All EL learners have access to ongoing monitoring and student referral resources, including support for special needs, accommodations, or modifications in the instructional program. A Program Specialist is assigned to oversee the Child and Family team process which coordinates services to students who need extra support to be successful in school. Examples of

extra support include: foster care resources, child welfare case managers, behavior support, counseling, referrals to community-based programs, and assistance from special education personnel.

### **Reclassification**

The purpose of reclassification is to determine when an English learner has met certain district established criteria and can participate equally with native speakers in the school's regular instructional program and, therefore, qualifies to be identified as Fluent English Proficient (FEP). (EC 52164.6)

The following standards are used to determine when EL students have developed the English language skills necessary to succeed in English only instruction and should be reclassified as FEP:

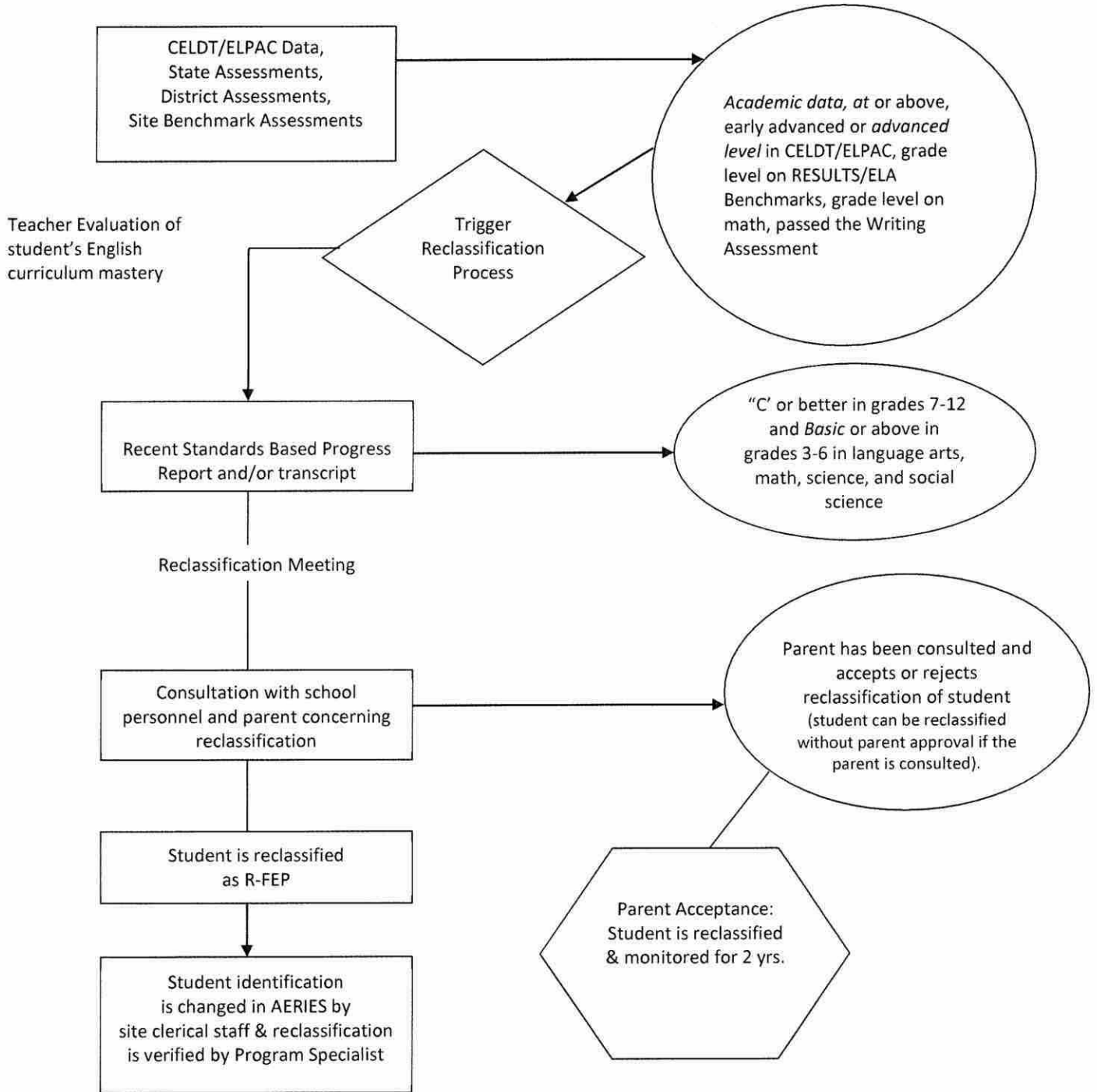
- The student must be enrolled in grades 3-12.
- The student must perform at the early advanced or advanced in the state mandated CELDT or ELPAC.
- Other measures, as determined by the Reclassification Team, may be used.
- Parents must be consulted.
- The parent may consent to reclassification.
- The student must score at grade level or improve on STAR (Renaissance Learning) assessment or site level benchmark assessments.
- The student must score at grade level on publisher adopted mathematics assessment (3-12) or improve on STAR math grade level equivalent.
- The student must pass the site determined Writing Assessment
- The student must receive a "C" or better for grades 7-12 and *basic or equivalent* at the 3-6 grade level in language arts, mathematics, science and social science using a performance test that has empirical data.

In spring 2018, the ELPAC will be used for summative annual assessment of EL learners and the performance levels for reclassification using ELPAC will be determined before September 2018. Updated reclassification guidelines are expected to be disseminated by the California Department of Education after threshold levels of the ELPAC have been validated. For more information on possible threshold levels, see Resources listed in the appendix.

The following chart presents the current steps for reclassification.

## Reclassification for students in grades 3-12

Objective data on academic performance in English



The procedures followed for reclassification include:

- Notification of what students might be ready for reclassification by the Program Specialist
- Principal or designee reviews the list of EL students who might reclassify and verifies who should be re-assessed using the ELPAC.
- EL students are assessed and if the criteria are met for reclassification, the process continues including meeting with the parent/guardian to obtain feedback
- Reclassification form is completed and if student reclassifies, the student status is changed in Aeries to R for reclassified.

Final reclassification letters are sent to the parent/guardian and the students' record is updated.

### **R-FEP Follow-up Monitoring**

Students who have been reclassified are required to be monitored two to four years after reclassification. Monitoring of students will include semester grade reports and if a student's grade falls below a "C" at grades 7-12 in any academic class, the school will review the students ILP and make appropriate changes including interventions. Follow-up support services will be documented in the students' ILP and will serve as the basis for the annual review process.

## **Chapter Five: Accountability**

### **English Learner Advisory Committee (ELAC)**

In 2017-2018, Yolo County Office of Education reported a total of 58 English Language learners (CALPADS 2017). The only school site that is required to establish an English Learner Advisory Committee (ELAC) is Special Education. Special Education reported 28 English Learners which exceeds the minimum of 21.

The functions of the ELAC advisory committee is to advise the site administrator on the following topics:

- Development of the school's plan for student achievement
- Consult on the school's program for English Learners
- Develop the school's needs assessment
- Administration of the Home Language Survey
- Identify efforts to make parents aware of the importance of school attendance

Membership and requirements for the ELAC include:

- A representative number of EL parents based on the percentage of EL students enrolled in the school
- Parents and other school staff representatives
- Providing all members an opportunity to vote for ELAC officers
- Election of ELAC officers who will serve for 2 years
- Elections are to be conducted at each school no later than September 30<sup>th</sup>
- At the first or second meeting, a ELAC member will be asked to participate in the District English Advisory Committee.
- One member of the ELAC will be appointed to attend School Site Council meetings
- Materials will be provided in the primary language of the members

### **District English Learner Advisory Committee (DELAC)**

The District English Learner Advisory Committee is an advisory group that provides input on the services that EL students should receive. The District English Learner Advisory Committee (DELAC) should provide input on the Local Control Accountability Plan.

Suggestions involving English Learner support include:

- Creating a student group at Dan Jacobs and updating the reclassification criteria
- Use a student survey to ensure that students' voices are heard
- Make phone calls to parents with positive messages
- Continue contract with Yolo Arts Program
- Involve teacher in the IEP process
- Improve real time student data and credit information

- Aid students in applying for scholarships and college applications
- Increase internship opportunities
- Offer credit/financial planning course
- 

The current Yolo County Office of Education LCAP includes dates for future DELAC meetings and updates are provided on the Yolo County Office of Education website.

### **Staffing and Certification**

Professional development which targets the needs of EL learners is included in the LCAP plan and has been implemented. In addition to staff development described in the LCAP plan, each school site conducts monthly staff development activities and the following topics have been addressed:

- How to plan ELD instruction and who are EL learners at your school site
- What web-based resources are available for teacher and student use
- How to write an I.L.P in English or Spanish
- How to conduct a diagnostic reading assessment in English or Spanish
- How to use formative assessment data for setting goals with students
- How to use community resources, including online books, CDE web sites and other useful resources
- Social emotional support for all students
- Trauma informed teaching practices
- How to adopt and/or make accommodations for learning or behavior
- How to use technology in the classroom including Rosetta Stone, Google translate, and other tools for language support

This is a partial listing of staff development offered that specifically address the needs of EL learners. In addition, outside partners have provided direct services to EL learners. These partners include Brown Issues and Yolo County Mental Health.

### **Local Control Accountability Plan (LCAP)**

The Local Control Accountability Plan (LCAP) includes specific goals, action steps, resources and timelines to address the needs of EL learners. Since this is a living document, with annual updates, please refer to the Yolo County Office of Education website for an up-to-date listing of progress, challenges, and financial summaries.

## Figures

Figure 1 Home Language Survey Flow Chart

Figure 1.a. HLS used in Alternative Education

Figure 1.b. HLS used in Special Education

Figure 2 Initial Assessment Alternative Education

Figure 3 Parent Notification Letter Samples

Figure 4 Initial Assessment Special Education

Figure 5 Annual Assessment Alternative Education

Figure 6 Annual Assessment Special Education

Figure 7 Reclassification Form

## ALTERNATIVE RECLASSIFICATION to R-FEP (Grades 5-12)

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_  
 Date \_\_\_\_\_

Year entered U.S.A. \_\_\_\_\_ Student ID Number \_\_\_\_\_ Birth date \_\_\_\_\_  
 Primary Language \_\_\_\_\_

Criteria)	GRADE	“C” or better in Math 7-12	“C” or better in English / Lang Arts 7-12	CELDT Overall of Early Adv. or Adv.	CELDT Reading Early Adv. or Adv.	CELDT Writing Early Adv. or Adv.	CELDT Listening Speaking Early Adv. or Adv.	Total SBAC Math	Total SBAC Reading	STAR ELA	STAR MATH	Date of Parent Consult/ Notice	Number Years in EL Program

Approved  
 \_\_\_\_\_  
 Program Specialist of EL Services

Denied (rationale attached)

Distribution:  
 White: EL green folder  
 Pink: Parent/Guardian  
 Goldenrod: Educational Services

AERIES Student Database Updated by \_\_\_\_\_  
 Date AERIES changed: \_\_\_\_\_

Current Grade in Language Arts/English (C or better) \_\_\_\_\_ Teacher \_\_\_\_\_

Current Grade in Mathematics (C or better) \_\_\_\_\_ Teacher \_\_\_\_\_

**Our school’s Reclassification Team met on (date) \_\_\_\_\_ and determined that the above student qualifies to be reclassified to Fluent English Proficient (R-FEP) for the following reasons:**

1. The student has been served in an English Learner program for a minimum of four consecutive years (possibly at several sites or districts) and/or at least three years in a formal EL program at this site; and
2. The student has met our district’s reclassification criteria for \_\_\_\_\_ but is unable to meet our district criteria in \_\_\_\_\_ [criteria] (Data attached)
3. It is our conclusion after an examination of the student’s assessment data, and consultation with parent/guardian that the student’s low performance in \_\_\_\_\_ is due to factors other than language. [ criteria ]
4. Therefore, it is indicated that the above student be reclassified to Fluent English Proficient (R-FEP).

**Check one:**

- Reclassify to Fluent English Proficient (FEP). Monitor student’s academic progress for twelve months.**
- Do not reclassify. Student’s scores do not meet reclassification criteria.**

\_\_\_\_\_  
 Principal’s Signature

\_\_\_\_\_  
 Date of Alternate Reclassification

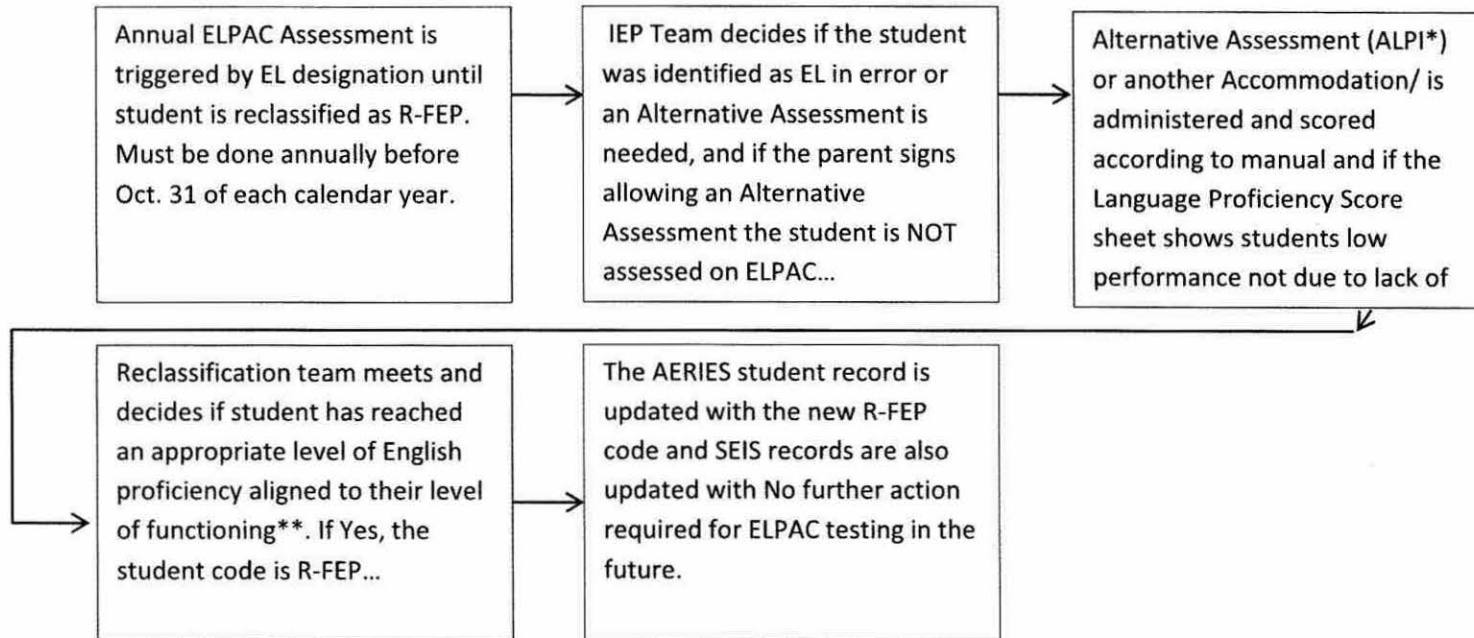
\_\_\_\_\_  
 Parent/Guardian Signature (or signature of staff member who consulted with parent/guardian)

\_\_\_\_\_  
 English/Language arts Teacher Signature

\_\_\_\_\_  
 EL Specialist Signature



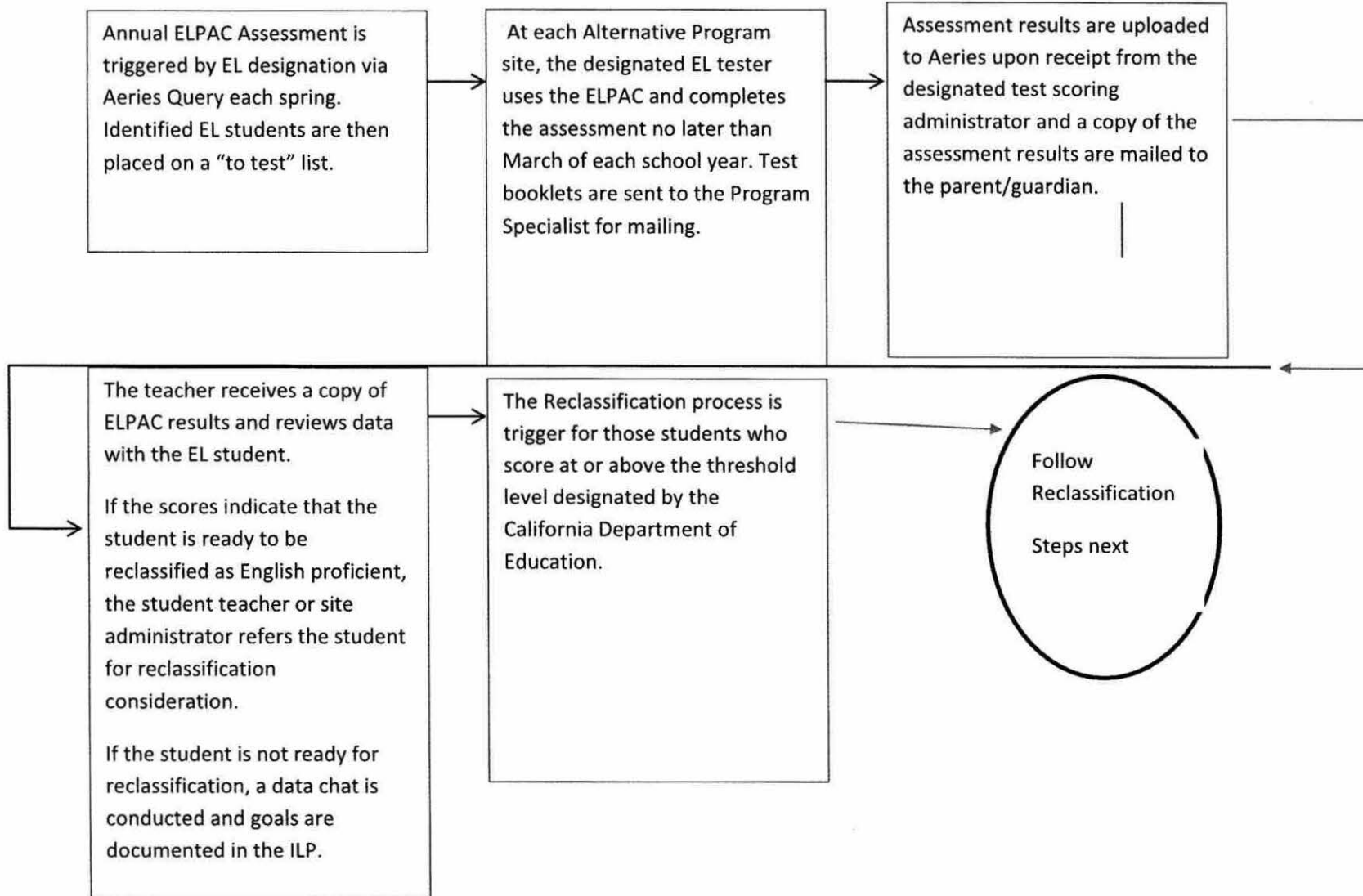
# ANNUAL Assessment ELPAC



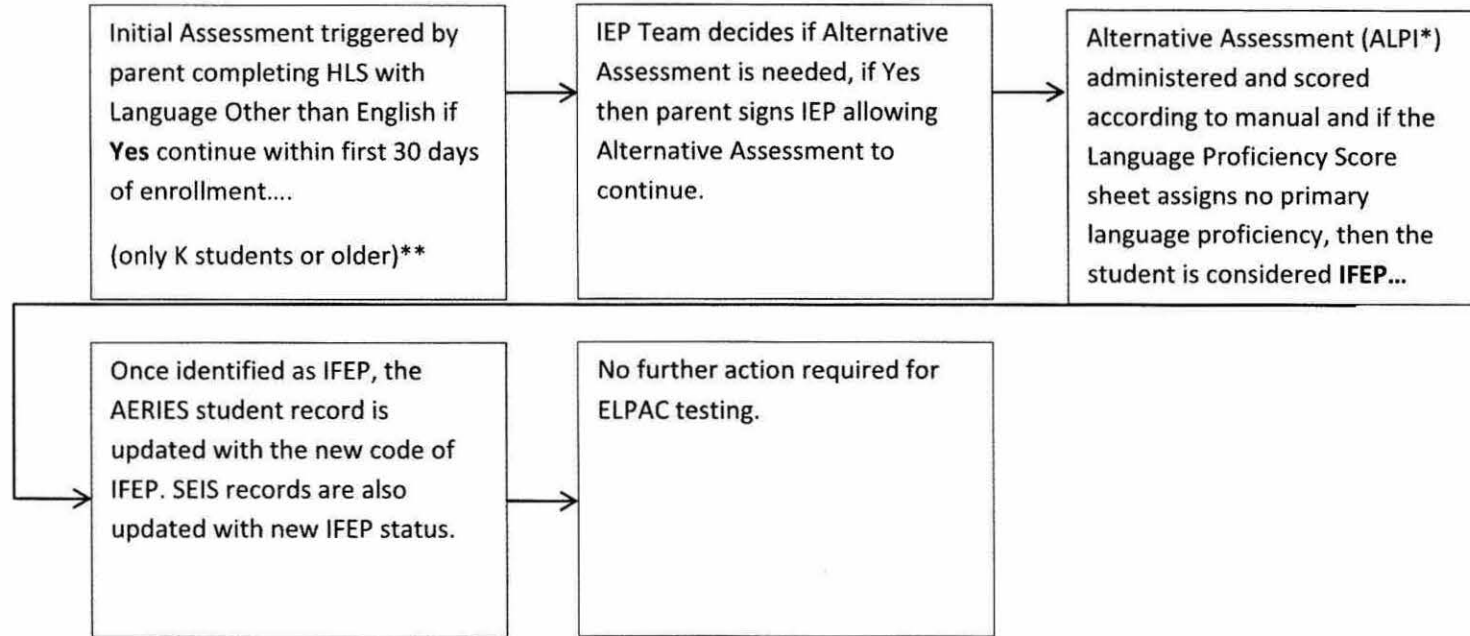
\*Only used when a student is unable to respond or scores 0 on the state Listening or Speaking ELPAC test.

\*\*Reclassification criteria used is locally determined and documented in the students I.E.P.

# ANNUAL Assessment ELPAC



# ELPAC Initial Identification



\*Only used when a student is unable to respond or scores 0 on the state ELPAC test.

\*\*Under 5 years old identify with a W and assess in first 30 days of enrolling once student enters K

December 14, 2017

Dear Parents,

State and Federal laws require all school districts in California to give a state test to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are on the attached Student Proficiency Level Report. The bar graphs on the report shows the student's proficiency level in listening, speaking, reading, and writing as well as the overall level of English. Based on the proficiency level your student achieved on this test, he/she will continue to receive special assistance to become more proficient in English.

. You have a right to review different program services for your child. You are invited to request a conference where your student's results and instructional program will be explained. To schedule your conference, call your student's school

You are welcome to observe in the classroom and to participate in the school's English Learner Advisory Committee. If you have any questions regarding the CELDT or your student's instructional placement, please feel free to contact the school office.

Interpretation Guides are available for some languages. Please contact your child's school for availability.

Sincerely,

\_\_\_\_\_  
Assistant Superintendent, Educational Services Division

\_\_\_\_\_  
Date

December 14, 2017

Dear Parents,

State and Federal laws require all school districts in California to give a state test to every student whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as Fluent English Proficient (FEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills.

You are encouraged to become involved in your student's education. If you have any questions regarding your student's instructional placement, please feel free to contact the school office.

Interpretation Guides are available for some languages. Please contact your child's school for availability.

Sincerely,

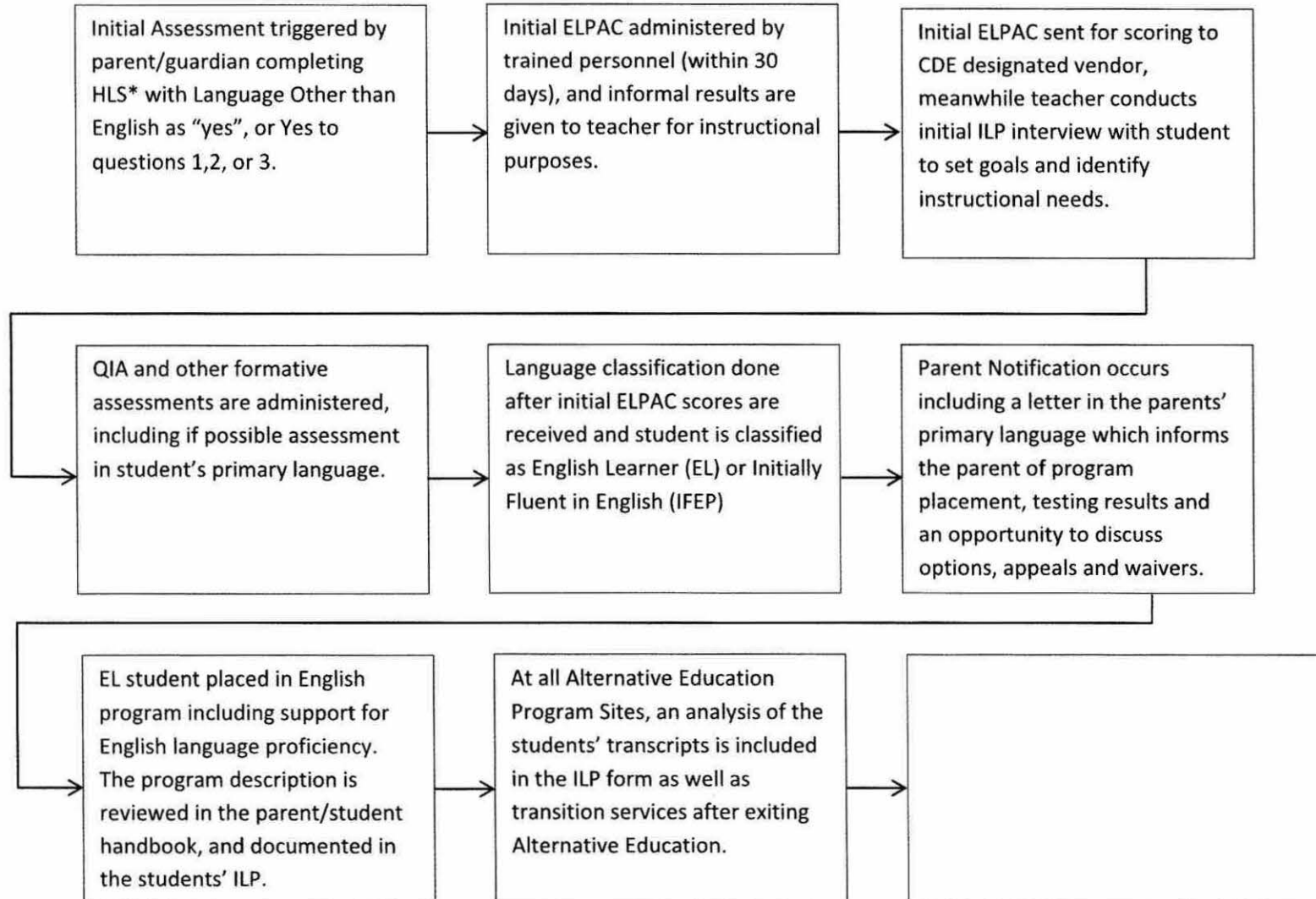
---

Associate Superintendent, Educational Services

---

Date

# ELPAC Assessment Alternative Education



\*Only done once, if student completed one then request a copy from prior school.

**YOLO COUNTY OFFICE OF EDUCATION  
HOME LANGUAGE SURVEY / ENCUESTA DEL IDIOMA EN EL HOGAR  
Special Education Dept./Programas De La Educacion de Especial**

**2017-2018**

**The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Please answer the following questions:**

El Código de Educación requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas proporcionen instrucción significativa a todos los estudiantes. Le pedimos su cooperación en ayudarnos a cumplir con este requisito importante. Por favor conteste las siguientes preguntas:

Name/Nombre de alumno: \_\_\_\_\_  
Last/APELLIDO
First/NOMBRE
Middle/Segundo

\_\_\_\_\_ M \_\_\_\_\_ F  
Age/Edad
Grade/Grado
Sex/Sexo

\_\_\_\_\_

Country of Birth / País de Nacimiento
City of Birth / Ciudad de Nacimiento
State of Birth / Estado de Nacimiento

Month/Date/Year entered into the United States; Mes/Día/Año que entro a los Estados Unidos: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Month/Date/Year entered US Schools; Mes/Día/Año que entro a una escuela de Estados Unidos: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Month/Date/Year entered California Schools; Mes/Día/Año que entro a una escuela en California: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Note: If a language other than English is indicated in question 1, 2, or 3, your child must be tested for English proficiency (California Education Code, Section 62001.) You will be informed of the results of the test.**

*Aviso: Si una de las respuestas es otro idioma, que no sea el inglés en las preguntas 1, 2, o 3, su hijo/hija tendrá que tomar una prueba oral de inglés. (Código de Educación de California 62001.) Se le informara de los resultados.*

1. **Which language did your son/daughter learn when he/she first began to talk?** \_\_\_\_\_  
 ¿Cual idioma aprendió primero su hijo/hija cuando empezó a hablar?
2. **Which language does your son/daughter most frequently use at home?** \_\_\_\_\_  
 ¿Qué idioma usa principalmente su hijo/hija cuando conversa en la casa?
3. **Which language do you use most frequently to speak to your son/daughter?** \_\_\_\_\_  
 ¿Qué idioma usa Ud. Con mas frecuencia cuando habla con su hijo/hija?
4. **Name the language most often spoken by the adults at home:** \_\_\_\_\_  
 ¿Qué idioma hablan los adultos con más frecuencia en la casa?

**I declare under penalty of perjury under the laws of California that the information is true and correct.**  
 Yo Declaro bajo pena de perjurio, bajo las leyes de California que la información es verdadera y correcta.

**Signature of Parent or Guardian:** \_\_\_\_\_  
 Firma de Padre/Tutor: \_\_\_\_\_

**Do you prefer school notices to be sent home in English or Spanish? (Please circle one)**  
 Prefiere recibir su correspondencia en Ingles o en Español? (Por favor circule uno)

**For EL Specialist Only: Permanent ID #/Numero de Identificación Permanente:** \_\_\_\_\_

**Teacher/Maestro(a):** \_\_\_\_\_ **School/Escuela:** \_\_\_\_\_

**YOLO COUNTY OFFICE OF EDUCATION  
HOME LANGUAGE SURVEY (7-12) / ENCUESTA DEL IDIOMA EN EL HOGAR**



**CESAR CHAVEZ (Woodland)**     **CESAR CHAVEZ (West Sacramento)**  
 **DAN JACOBS**

**The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Please answer the following questions:**

El Código de Educación requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas proporcionen instrucción significativa a todos los estudiantes. Le pedimos su cooperación en ayudarnos a cumplir con este requisito importante. Por favor conteste las siguientes preguntas:

**Date / Fecha:** \_\_\_\_\_ **Name/Nombre de alumno:** \_\_\_\_\_

	<b>Last/APELLIDO</b>	<b>First/NOMBRE</b>	<b>Middle/SEGUNDO</b>
<b>Birthdate / Fecha de Nacimiento</b>	<b>Age/Edad</b>	<b>Grade/Grado</b>	<b>M _____ F _____ Sex/Sexo</b>
<b>Country of Birth / País de Nacimiento</b>	<b>City of Birth / Ciudad de Nacimiento</b>	<b>State of Birth / Estado de Nacimiento</b>	

**Month/Date/Year entered into the United States; Mes/Día/Año que entro a los Estados Unidos:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
**Month/Date/Year entered US Schools; Mes/Día/Año que entro a una escuela de Estados Unidos:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
**Month/Date/Year entered California Schools; Mes/Día/Año que entro a una escuela en California:** \_\_\_\_/\_\_\_\_/\_\_\_\_

*Note: If a language other than English is indicated in question 1, 2, or 3, your child must be tested for English proficiency (California Education Code, Section 62001.) You will be informed of the results of the test.*

*Aviso: Si una de las respuestas es otro idioma, que no sea el inglés en las preguntas 1, 2, o 3, su hijo/hija tendrá que tomar una prueba oral de inglés. (Código de Educación de California 62001.) Se le informara de los resultados.*

1. **Which language did your son/daughter learn when he/she first began to talk?** \_\_\_\_\_  
¿Cual idioma aprendió primero su hijo/hija cuando empezó a hablar?
2. **Which language does your son/daughter most frequently use at home?** \_\_\_\_\_  
¿Qué idioma usa principalmente su hijo/hija cuando conversa en la casa?
3. **Which language do you use most frequently to speak to your son/daughter?** \_\_\_\_\_  
¿Qué idioma usa Ud. Con mas frecuencia cuando habla con su hijo/hija?
4. **Name the language most often spoken by the adults at home:** \_\_\_\_\_  
¿Qué idioma hablan los adultos con más frecuencia en la casa?

**I declare under penalty of perjury under the laws of California that the information is true and correct.**  
Yo Declaro bajo pena de perjurio, bajo las leyes de California que la información es verdadera y correcta.

**Signature of Parent or Guardian:** \_\_\_\_\_

Firma de Padre/Tutor: \_\_\_\_\_

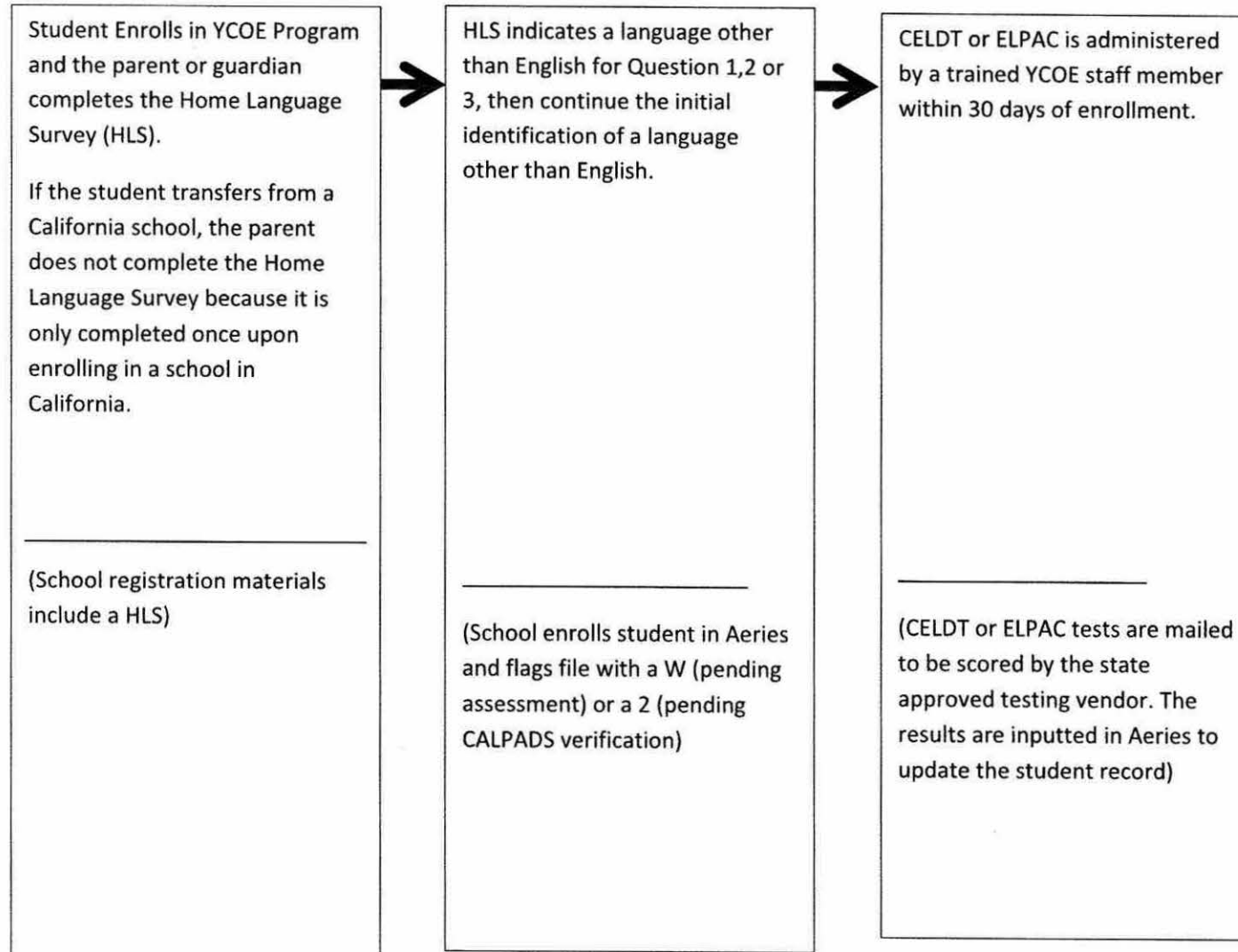
**Do you prefer school notices to be sent home in English or Spanish? (Please circle one.)**  
 Prefiere recibir su correspondencia en Ingles o en Español? (Por favor circule uno.)

**For EL Specialist Only: Permanent ID #/Numero de Identificación Permanente:** \_\_\_\_\_

**Teacher/Maestro(a):** \_\_\_\_\_ **School/Escuela:** \_\_\_\_\_ **34**



# Home Language Survey



## Resources

Alternative assessment testing:

[http://www.ocde.us/SPED/Pages/Alternate-Language-Proficiency-Instrument-\(ALPI\).aspx](http://www.ocde.us/SPED/Pages/Alternate-Language-Proficiency-Instrument-(ALPI).aspx)

CDE Matrix 2 for Accommodations/Modifications on ELPAC Assessment:

<http://www.cde.ca.gov/ta/tg/ai/caasppmatrix2.asp>

California English Development Standards: <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Hanover Research. (2017) Effective Interventions for Long Term English Learners.

ELPAC Tester Web Page for more resources: <http://www.ELPAC.org/>

English Learner Roadmap (CDE) <https://www.cde.ca.gov/sp/el/rm/>

U.S. Department of Justice, U.S. Department Office for Civil Rights, "Dear Colleague letter dated January 7, 2015. ([www.ed.gov/OCR](http://www.ed.gov/OCR), [www.ed.gov/ocr/ellresources.html](http://www.ed.gov/ocr/ellresources.html))

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

<b>SUBJECT:</b> Head Start/Early Head Start Reports	<b>AGENDA ITEM #:</b> 4.8
<b>PER:</b> <input checked="" type="checkbox"/> <b>BOARD REQUEST</b> <input type="checkbox"/> <b>STAFF REQUEST</b>	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input type="checkbox"/> <b>ACTION</b> <input checked="" type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b> Gail Nadal and Crissy Huey
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

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
- d. “Draft” Grant Application

**RECOMMENDATION/COMMENTS:** For information only.



# Head Start / Early Head Start

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

## EARLY HEAD START

Date: Friday, February 2, 2018				Report Outcomes for the month of January 2018			
#	Program	Site	Ages	Waiting Lists C = Complete ( ) = Over income	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	EHS/State	Lemen	6 wk. – 30 mos.	C9(6)	90.48%	4	4
					97.62%	4	4
					90.48%	4	4
2	EHS/State	Alyce Norman	6 wk. – 30 mos.	C20(7)	91.76%	3	3
					77.78%	4	4
					94.20%	4	4
3	EHS/State	Alyce Norman	24 – 36 mos.	C0(0)	71.01%	4	4
					75.00%	4	4
					89.29%	4	4
					92.75%	4	4
4	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C4(3)	N/A	49	49
<b>SUB TOTAL</b>				<b>C33(16)</b>	<b>87.04%</b>	<b>88</b>	<b>88</b>

## HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment	
1	HS/State	Lincoln	3 – 5	C72(33)	91.29%	16	16	
2					89.73%	16	16	
3					HS	87.87%	16	16
4					85.00%	20	20	
5					HS/State	87.65%	20	20
6					88.97%	16	16	
7	HS/State	Esparto	3 – 5	C2(1)	89.47%	20	20	
1	HS/State	Valley Oak 1	3 - 5	C11(1)	91.54%	16	16	
2	HS	Valley Oak 2	3 – 5	C0(0)	88.29%	19	19	
10	HS/State	Elkhorn	3 – 5	C4(1)	86.25%	16	16	
11	HS/State	Charter	3 – 5	C11(4)	88.68%	20	20	
					85.71%	16	16	
					84.12%	20	20	
12	HS/State	Westfield	3 – 5	C4(2)	85.95%	20	20	
1	HS/State	Plainfield	3-5	C0(0)	84.17%	16	16	



# Head Start / Early Head Start

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

<b>SUB TOTAL</b>	<b>C104(42)</b>	<b>87.65%</b>	<b>267</b>	<b>267</b>
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<b>TOTAL</b>	<b>C 137(58)</b>	<b>87.34%</b>	<b>355</b>	<b>355</b>
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### CONSECUTIVE ABSENCES (4 OR MORE DAYS)

SITE NAME	NUMBER OF ABSENCES OF	REASON	FOLLOW-UP NEEDED (Y/N)	FOLLOW-UP NEEDED DURING MONTHLY MONITORING (Y/N)
ALYCE NORMAN	4	Sick	Y	Y
CHARTER	6	Sick	Y	Y
ELKHORN	1	Sick	Y	Y
ESPARTO	1	Sick	Y	Y
HOME-BASED	N/A	N/A	N/A	N/A
LEMEN	2	Sick	Y	Y
LINCOLN	9	Sick	Y	Y
PLAINFIELD	1	Sick	Y	Y
VALLEY OAK	1	Sick	Y	Y
WESTFIELD	1	Sick	Y	Y
<u>Total :26</u>				

Yolo County Office of Education Board of Education

Head Start/ Early Head Start/ State Preschool

Gail Nadal

February 2018 Overview

## PROGRAM

- With the Self-Assessment review completed and all staff received their area's error, corrections are being made as well as preparing for Parent-Teacher conferences.
- The CHSA Conference was a success with 10 staff and parents attending this conference. The topics highlighted included Parent engagement, Governness, and Education. Our two parents that were in attendance will be giving a report on their experience at the upcoming Policy Council meeting on Friday, February 23<sup>rd</sup>.
- It's the time of the year to write our Head Start/Early Head Start grant application. This will be the first year of the five-year grant. Content managers are busy looking at data from this past year to prepare and plan for the upcoming year. Scholl Readiness goals and Family Engagement goals will be seen throughout all of areas of the program operations.

## POLICY COUNCIL

- Our new Chair-person for the Policy Council, Mary Ellinford, is doing a nice job in running the meetings. We meet in advance to prepare and practice for the upcoming monthly meetings. We appreciate the dedication of Mary and all of the representatives that come together monthly to support the Head Start/ Early Head start programs.

## PLANNING

- We continue to develop an effective budget in Budget Development for our Head Start /Early Head Start programs. The grant application is due to OHS on April 1, 2018.

Executive Summary  
2017/2018 Fiscal Year  
January 31, 2018

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	\$ 2,926,991	\$ 218,231	\$ 1,366,128	\$ 740,391	\$ 820,473	46.67%	25.30%	28.03%
Early Head Start	\$ 1,118,495	\$ 73,306	\$ 539,498	\$ 303,773	\$ 275,224	48.23%	27.16%	24.61%
Head Start T&TA	\$ 33,692	\$ 4,665	\$ 18,040	\$ 4,919	\$ 10,733	53.54%	14.60%	31.86%
Early Head Start T&TA	\$ 25,983	\$ 3,392	\$ 8,779	\$ 3,031	\$ 14,173	33.79%	11.66%	54.55%
<b>Total Grant</b>	<b>\$ 4,105,161</b>	<b>\$ 299,595</b>	<b>\$ 1,932,445</b>	<b>\$ 1,052,113</b>	<b>\$1,120,602</b>	<b>47.07%</b>	<b>25.63%</b>	<b>27.30%</b>

Credit Cards	Monthly Expense
Visa	\$ 5,448.46
Wal-Mart	\$ 284.16
Nugget/Food 4 Less	\$ 659.98
Interstate Oil	\$ 206.75
<b>Total Credit Card Expense</b>	<b>\$ 6,599.35</b>

Administrative Percent Calculation	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	13%

Calculation of In-Kind Contributions		
	Dollars Expended Year-To-Date	In-Kind Required
Head Start:	\$ 1,366,127.91	\$ 341,531.98
Head Start T & TA:	\$ 18,040.07	\$ 4,510.02
Early Head Start:	\$ 539,497.91	\$ 134,874.48
Early Head Start T & TA:	\$ 8,779.40	\$ 2,194.85
<b>Total</b>	<b>\$ 1,932,445.29</b>	<b>\$ 483,111.32</b>
	Amount Required:	\$ 483,111.32
	Actual In-Kind:	\$ 912,401.17
	*Surplus/(Deficit):	\$ 429,289.85
If deficit: will be returned to Federal Government from unrestricted dollars		

CACFP Meal Reimbursement: December 2017			
	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast	1393	2437.75	\$ 239.18
AM Snacks		\$ -	\$ -
Lunch	2346	\$ 8,123.03	\$ 402.81
PM Snacks	2117	\$ 1,862.96	\$ -
	<b>Total Reimbursement</b>	<b>\$</b>	<b>13,065.73</b>

EARLY HEAD START  
2017/2018  
January

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
<b>Revenues</b>								
All Other Federal	1,057,497		1,057,497	0	188,506	0	868,991	82.17%
Prior Year	50,423	0	50,423	0	50,423		0	0.00%
COLA	10,575		10,575		0		0	
<b>Total Revenues</b>	<b>1,118,495</b>	<b>0</b>	<b>1,118,495</b>	<b>0</b>	<b>238,929</b>	<b>0</b>	<b>868,991</b>	<b>77.69%</b>
<b>Expenditures</b>								
<b>Salaries</b>	589,320	(38,384)	550,936	41,396	286,785	197,539	66,612	12.09%
<b>Benefits</b>	209,604	(27,916)	181,688	12,535	86,534	61,582	33,572	18.48%
<b>Supplies</b>	42,623	16,515	59,138	3,172	26,027	26,138	6,973	11.79%
Parent Activity Supplies & Food for Parent Meetings	3,450	1,010	4,460	21	1,576	978	1,906	42.74%
Site Supplies	39,173	15,505	54,678	3,151	24,451	25,161	5,066	9.27%
<b>Travel &amp; Conference</b>	17,080	3,303	20,383	3,834	8,930	1,544	9,909	48.61%
<b>Dues &amp; Memberships</b>	579	0	579	0	276	58	246	42.40%
<b>Insurance</b>	4,200	0	4,200	0	0	0	4,200	100.00%
<b>Rentals, Leases, Repairs &amp; Noncapitalized</b>								
Improvements	2,300	0	2,300	37	99	451	1,750	76.09%
<b>Direct Costs for Transfer of Services</b>	64,487	0	64,487	10,334	28,042	0	36,445	56.52%
<b>Professional/Contracted Services &amp; Operating</b>								
Expenditures	73,084	45,505	118,589	1,991	55,515	16,410	46,664	0.00%
<b>Intergovernmental Fees</b>	1,500	0	1,500	6	259	50	1,191	
<b>Indirect Costs</b>	101,119	977	102,096	0	42,579	0	59,517	58.30%
<b>Tsfer to Cafe Fund</b>	12,599	0	12,599	0	4,453	0	8,146	64.66%
<b>Total Expenditures</b>	<b>1,118,495</b>	<b>0</b>	<b>1,118,495</b>	<b>73,306</b>	<b>539,498</b>	<b>303,773</b>	<b>275,224</b>	<b>24.61%</b>



HEAD START  
T & TA  
2017/2018  
January

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
<b>Revenues</b>									
All Other Federal	33,692	0	33,692	8,249	8,249	0	25,443	75.52%	
<b>Total Revenues</b>	33,692	0	33,692	8,249	8,249	0	25,443	75.52%	
<b>Expenditures</b>									
Salaries	9,454	(9,454)	0	0	0	0	0	0.00%	
Benefits	1,722	(1,722)	0	0	0	0	0	0.00%	
Supplies	5,354	(3,584)	1,770	0	368	0	1,402	79.21%	
Parent Activity Supplies & Food for Parent Meetings	1,657	(1,137)	520	0	0	0	520	100.00%	
Site Supplies	3,697	(2,447)	1,250	0	368	0	882	70.56%	
Travel & Conference	10,340	9,703	20,043	3,470	13,605	4,029	2,409	12.02%	
Contracted Services	3,709	5,057	8,766	1,195	2,831	890	5,045	57.55%	
Indirect Costs	3,113	0	3,113	0	1,236	0	1,877	60.30%	
<b>Total Expenditures</b>	33,692	0	33,692	4,665	18,040	4,919	10,733	31.86%	

**HEAD START  
2017/2018 BUDGET  
January**

Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
<b>Revenues</b>									
<b>All Other Federal</b>	2,771,863		2,771,863	0	429,274		2,342,589	84.51%	
Prior Year	78,689	0	78,689	0	78,689		0	0.00%	
COLA & EQUIP	76,439		76,439	0	0		0	0.00%	
<b>Total Revenues</b>	2,926,991	0	2,926,991	0	507,962	0	2,342,590	80.03%	
<b>Expenditures:</b>									
<b>Salaries</b>	1,411,187	(104,987)	1,306,200	100,567	673,505	490,862	141,833	10.86%	
<b>Benefits</b>	539,853	(58,827)	481,026	34,989	221,251	177,255	82,519	17.15%	
<b>Supplies</b>	52,468	11,615	64,083	1,279	22,573	24,793	16,717	26.09%	
<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	6,696	1,000	7,696	161	1,342	2,406	3,948	51.30%	
<i>Site Supplies</i>	45,772	10,615	56,387	1,117	21,231	22,387	12,769	22.65%	
<b>Travel &amp; Conference</b>	21,519	7,703	29,222	3,913	10,965	2,787	15,470	52.94%	
<b>Dues &amp; Memberships</b>	1,933	0	1,933	0	924	193	817	42.24%	
<b>Insurance</b>	13,500	0	13,500	0	0	0	13,500	100.00%	
<b>Rentals, Leases, Repairs &amp; Noncapitalized</b>									
<b>Improvements</b>	8,900	0	8,900	159	451	1,501	6,948	78.06%	
<b>Direct Costs for Transfer of Services</b>	375,224	1,587	376,811	60,522	182,372	0	194,439	51.60%	
<b>Professional/Contracted Services &amp; Operating</b>									
<b>Expenditures</b>	106,127	138,740	244,867	16,375	87,038	39,917	117,912	48.15%	
<b>Intergovernmental Fees</b>	2,000	1,608	3,608	427	443	3,082	83	2.31%	
<b>Land Improvements</b>	91,692	0	91,692	0	42,972	0	48,720	53.13%	
<b>Indirect Costs</b>	252,194	2,561	254,755	0	99,828	0	154,927	60.81%	
<b>Tsfer to Cafe Fund</b>	50,394	0	50,394	0	23,806	0	26,588	52.76%	
<b>Total Expenditures</b>	2,926,991	0	2,926,991	218,231	1,366,128	740,391	820,473	28.03%	

EARLY HEAD START  
T & TA  
2017/2018 BUDGET  
January

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
<b>Revenues</b>									
<b>All Other Federal</b>	25,983	0	25,983	4,068	4,068	0	21,915	84.34%	
<b>Total Revenues</b>	25,983	0	25,983	4,068	4,068	0	21,915	84.34%	
<b>Expenditures</b>									
<b>Salaries</b>	6,940	(6,940)	0	0	0	0	0	0.00%	
<b>Benefits</b>	1,263	(1,263)	0	0	0	0	0	0.00%	
<b>Supplies</b>	4,558	(1,621)	2,937	0	314	0	2,624	89.33%	
<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	1,769	(350)	1,419	0	0	0	1,419	100.00%	
<i>Site Supplies</i>	2,789	(1,271)	1,518	0	314	0	1,205	79.35%	
<b>Travel &amp; Conference</b>	7,681	6,676	14,357	2,526	6,156	2,386	5,815		
<b>Contracted Services</b>	3,140	3,148	6,288	866	1,812	645	3,831	60.93%	
<b>Indirect Costs</b>	2,401	0	2,401	0	498	0	1,903	79.27%	
			0						
<b>Total Expenditures</b>	25,983	0	25,983	3,392	8,779	3,031	14,173	54.55%	

**HEAD START/EARLY HEAD START  
CREDIT CARD REPORT  
2017/2018  
January**

<b>MANAGER</b>	<b>VISA</b>
<b>Gail Nadal</b>	
Travel/Conference	\$ 3,381.48
Center Supplies	\$ 908.00
<b>TOTAL</b>	<b>\$ 4,289.48</b>
<b>Genet Telahun</b>	
Travel/Conference	
Center Supplies	
<b>TOTAL</b>	<b>\$ -</b>
<b>Amee Dowkes</b>	
Travel/Conference	\$ 977.58
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ 977.58</b>
<b>Gustavo Melgoza</b>	
Travel/Conference	\$ -
Center Supplies	\$ 181.40
<b>TOTAL</b>	<b>\$ 181.40</b>
<b>Maria Luna</b>	
Travel/Conference	
Center Supplies	
<b>TOTAL</b>	<b>\$ -</b>
<b>VISA Grand Total</b>	<b>\$ 5,448.46 ****</b>
NUGGET/FOOD 4 LESS	\$ 659.98
INTERSTATE OIL	\$ 206.75
Wal Mart	\$ 284.16
<b>TOTAL MONTHLY EXPENDITURES:</b>	<b>\$ 6,599.35</b>

\*\*Credit card statements available upon request

**Headstart / Early Head Start  
2017/2018 Fiscal Year  
Administrative Percentage Calculation  
January 31, 2018**

**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	\$ 12,207.08	\$ 160.46

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

Federal Share	\$ 299,594.53	All Grants
Required 20 percent NFS	\$ 74,898.63	Non Federal Share
Total Approved Costs	<u>\$ 374,493.16</u>	
15% Administrative Cost Limitation	<u>\$ 56,173.97</u>	

**Step 3: Identify total administrative expenses**

Dual Facility Costs	\$ 160.46	Per Above Calculation in step 1
School Admin	\$ 18,244.62	Staff charged to Administration
General Admin	\$ 30,498.72	Indirect
Total	<u>\$ 48,903.80</u>	

Grant Expenditures	\$ 299,594.53
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 299,594.53</u>

Currently Charged Admin Costs	\$ 48,903.80
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 48,903.80</u>

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 13%

Calculation of Administrative Salaries

\$	11,451.74	Per Budget Report Object code 1xxx
\$	3,632.88	Per Budget Report Object code 2xxx
\$	4,060.88	Per Budget Report Object code 3xxx
\$	<u>19,145.50</u>	Total Salary Costs Charged to Admin
\$	19,145.50	Per Employer Paid Benefit History Report Pay Corrections
\$	<u>19,145.50</u>	

Salary Costs that should be Program Support

\$	20,539.11	Total 1-6xxx admin costs from Budget Report
\$	1,736.51	Less 50% - Vanessa Quintana Program Support
\$	338.81	Less 50% Kathleen Glassman - Program Support
\$	220.62	Less 50% Cesar Silva - Program Support
\$	439.80	Less 50% Sue Lomax - Program Support
\$	-	
\$	-	
\$	18,244.62	Total Administratvie 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	Westfield/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	\$ 325,118.06	\$ 1,005.70	\$ 3,795.27	\$ 736.03	\$ 433.90	\$ 3,517.15	\$ 6,416.63	\$ 1,966.39	\$ 2,070.58		\$ 345,059.71
October	2017	\$ 7,935.60	\$ 455.61	\$ 4,050.94	\$ 1,066.11	\$ 718.64	\$ 5,155.63	\$ 8,680.20	\$ 2,449.08	\$ 1,718.42		\$ 32,230.23
November	2017	\$ 10,172.44	\$ 413.83	\$ 4,224.02	\$ 974.15	\$ 682.78	\$ 4,452.37	\$ 6,004.95	\$ 2,543.04	\$ 1,811.11		\$ 31,278.69
December	2017	\$ 424,644.63	\$ 188.26	\$ 1,957.26	\$ 693.55	\$ 418.12	\$ 2,485.71	\$ 3,737.06	\$ 2,695.98	\$ 1,964.99		\$ 438,785.56
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
		\$ 815,961.88	\$ 3,409.41	\$ 19,234.93	\$ 4,265.94	\$ 3,333.92	\$ 20,177.69	\$ 26,878.40	\$ 10,661.99	\$ 8,477.01		\$ 912,401.17

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of December 30, 2017	In-Kind Required
Head Start:	1,366,127.91	341,531.98
Head Start T & TA:	18,040.07	4,510.02
Early Head Start:	539,497.91	134,874.48
Early Head Start T & TA:	8,779.40	2,194.85
Total:	1,932,445.29	483,111.32

Amount Required: 483,111.32  
 Actual In-Kind: 912,401.17  
 \*Surplus/(Deficit): 429,289.85  
 Surplus(Deficit): 429,289.85

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

**Child & Adult Care Food Program  
Claim For Reimbursement Summary for December 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
Dec 2017	0	02/01/2018	02/01/2018		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
<b>Lunch</b>			
Free	562	3.2300	1,815.26
Reduced	0	2.8300	0.00
Base	0	0.3100	0.00
CIL	562	0.2325	130.67
<b>Total</b>	<b>562</b>		<b>1,945.93</b>
<b>PM Snack</b>			
Free	1,678	0.8800	1,476.64
Reduced	0	0.4400	0.00
Base	0	0.0800	0.00
<b>Total</b>	<b>1,678</b>		<b>1,476.64</b>

**Head Start**

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
<b>Breakfast</b>			
Free	1,393	1.7500	2,437.75
Reduced	0	1.4500	0.00
Base	0	0.3000	0.00
<b>Total</b>	<b>1,393</b>		<b>2,437.75</b>
<b>Lunch</b>			
Free	1,784	3.2300	5,762.32
Reduced	0	2.8300	0.00
Base	0	0.3100	0.00
CIL	1,784	0.2325	414.78
<b>Total</b>	<b>1,784</b>		<b>6,177.10</b>
<b>PM Snack</b>			
Free	439	0.8800	386.32
Reduced	0	0.4400	0.00
Base	0	0.0800	0.00
<b>Total</b>	<b>439</b>		<b>386.32</b>



**Claim Reimbursement Total** **12,423.74**

**State Reimbursements**

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	1,393	\$0.1717	\$239.18
Total Lunches	2,346	\$0.1717	\$402.81
Total			\$641.99

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	11,878.29	545.45	641.99	13,065.73
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
<b>Net Claim Reimbursement Total</b>	<b>11,878.29</b>	<b>545.45</b>	<b>641.99</b>	<b>13,065.73</b>

Created By: kmagallanes on: 1/30/2018 9:43:39 AM Modified By: mcoombs on: 2/1/2018 2:07:30 PM

**EARLY HEAD START/PROGRAMA EARLY HEAD START  
T & TA/T & TA**

Resource 5218/Recurso 5218	<b>Proposed 2017/2018 Budget</b>
<b>CATEGORY/CATEGORÍA</b>	
<b>Revenues/Ingresos:</b>	
<b>All Other Federal/Todos los otros Federales</b>	25,983
<b>Total Revenues/Total de Ingresos</b>	25,983
 <b>Expenditures/Gastos:</b>	
<b>Salaries/Salarios</b>	6,940
<b>Benefits/Beneficios</b>	1,263
<b>Supplies/Provisiones</b>	4,558
<i>Parent Activity Supplies &amp; Food for Parent Meetings/ Artículos     para las actividades de los padres y comida para las juntas</i>	1,769
<i>Site Supplies/ Artículos de oficina para el centro</i>	2,789
<b>Contracted Services/Servicios Contratados</b>	3,140
<b>Other/Otros</b>	7,681
<b>Indirect Costs/Gastos Indirectos</b>	2,401
<b>Total Expenditures/Total de Gastos</b>	25,983
 <b>Non-Federal/No Federales</b>	
<b>In Kind/De donaciones</b>	6,496
<b>Grand Total:/Total final:</b>	32,479

**EARLY HEAD START/PROGRAMA EARLY HEAD START**

Resource 5212/Recurso 5212	<b>Proposed 2017/2018 Budget</b>
<b>CATEGORY/CATEGORÍA</b>	
<b>Revenues/Ingresos:</b>	
<b>All Other Federal/Todos los otros Federales</b>	1,057,497
<b>Total Revenues/Total de Ingresos</b>	1,057,497
 <b>Expenditures/Gastos:</b>	
<b>Salaries/Salarios</b>	596,203
<b>Benefits/Beneficios</b>	215,149
<b>Supplies/Provisiones</b>	33,789
<i>Parent Activity Supplies &amp; Food for Parent Meetings/ Artículos para las actividades de los padres y comida para las juntas</i>	3,443
<i>Site Supplies/ Artículos de oficina para el centro</i>	30,346
<b>Contracted Services/Servicios Contratados</b>	17,668
<b>Operations/Gastos de Operación</b>	85,546
<i>M&amp;O, Utilities, Security, Pest Control, etc./ M&amp;O, gas y luz, seguridad, fumigacion, etc.</i>	
<b>Building Improvements/</b>	
<b>Indirect Costs/Gastos Indirectos</b>	96,543
Tsfer to Cafe Fund /transferencia al fondo del café	12,599
<b>Total Expenditures/Total de Gastos</b>	1,057,497
 <b>Non-Federal/No Federales</b>	
<b>In Kind/De donaciones</b>	264,374
<b>Grand Total:/Total final:</b>	1,321,871

**HEAD START/PROGRAMA HEAD START**

Resource 5210/Recurso 5210	<b>Proposed 2017/2018 Budget</b>
<b>CATEGORY/CATEGORÍA</b>	
<b>Revenues/Ingresos:</b>	
<b>All Other Federal/Todos los otros Federales</b>	2,771,863
<b>Total Revenues/Total de Ingresos</b>	2,771,863
 <b>Expenditures/Gastos:</b>	
<b>Salaries/Salarios</b>	1,382,025
<b>Benefits/Beneficios</b>	546,567
<b>Supplies/Provisiones</b>	42,505
<i>Parent Activity Supplies &amp; Food for Parent Meetings/ Artículos     para las actividades de los padres y comida para las juntas</i>	6,696
<i>Site Supplies/ Artículos de oficina para el centro</i>	35,809
<b>Contracted Services/Servicios Contratados</b>	71,299
<b>Operations/Gastos de Operación</b>	403,120
<i>M&amp;O, Utilities, Security, Pest Control, etc./ M&amp;O, gas y luz,     seguridad, fumigacion, etc.</i>	
<b>Building Improvements/</b>	27,000
<b>Indirect Costs/Gastos Indirectos</b>	248,953
Tsfer to Cafe Fund /transferencia al fondo del café	50,394
<b>Total Expenditures/Total de Gastos</b>	2,771,863
 <b>Non-Federal/No Federales</b>	
<b>In Kind/De donaciones</b>	692,966
<b>Grand Total:/Total final:</b>	3,464,829

**HEAD START/PROGRAMA HEAD START  
T & TA/T & TA**

Resource 5208/Recurso 5208	<b>Proposed 2017/2018 Budget</b>
<b>CATEGORY/CATEGORÍA</b>	
<b>Revenues/Ingresos:</b>	
<b>All Other Federal/Todos los otros Federales</b>	33,692
<b>Total Revenues/Total de Ingresos</b>	33,692
<b>Expenditures/Gastos:</b>	
<b>Salaries/Salarios</b>	9,454
<b>Benefits/Beneficios</b>	1,722
<b>Supplies/Provisiones</b>	5,354
<i>Parent Activity Supplies &amp; Food for Parent Meetings/ Artículos     para las actividades de los padres y comida para las juntas</i>	1,657
<i>Site Supplies/ Artículos de oficina para el centro</i>	3,697
<b>Contracted Services/Servicios Contratados</b>	3,709
<b>Other/Otros</b>	10,340
<b>Indirect Costs/Gastos Indirectos</b>	3,113
<b>Total Expenditures/Total de Gastos</b>	33,692
 <b>Non-Federal/No Federales</b>	
<b>In Kind/De donaciones</b>	8,423
<b>Grand Total:/Total final:</b>	42,115



## Yolo County Office of Education Head Start/Early Head Start

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### **BUDGET JUSTIFICATION-HEAD START**

#### **HEAD START BASIC**

The 2017-18 Yolo County Office of Education (YCOE) Head Start (HS) budget submission covers the fifth year of this 5 year grant application. Within the funding limitations, this budget supports the program goals and objectives as determined and supported by the Community Assessment, Performance Standards, Head Start Act, local and state safety and health regulations and local needs.

The following are the major changes to the 2017-2018 Budget:

- Add Extra Duty and Overtime for Training for Teachers
- Eliminate .5 FTE Family Support Services Assistant
- Reduce 13 HS slots
  - Eliminate .625 Teacher
- Add .5 Associate Teacher



## BUDGET JUSTIFICATION BY CATEGORY

### Federal Funds

**A. Personnel** **\$ 1,382,025.00**

The budget for personnel includes funds for all the positions supported by this grant. The budget detail document lists all the positions and FTE's supported by the grant.

**B. Fringe Benefits** **\$ 546,567.00**

The YCOE provides a menu of health benefits and YCOE's contribution to health coverage is currently \$ 600.00 monthly for all full-time employees and prorated based on the number of hours worked. YCOE contributed to Social Security, Medicare, unemployment insurance, worker's compensation insurance and deducts all requisite payroll taxes.

**C. Travel** **\$ 0**

No Funds have been allocated for travel.

**D. Equipment** **\$ 0**

No funds have been allocated for equipment.

**E. Supplies** **\$ 42,505.00**

Funds have been allocated for office supplies (general office supplies, paper, pens, small tools, software, electronics, small machines such as fax machines, office furniture, etc.), healthy/disability services supplies (toothbrushes, toothpaste, Kleenex, latex gloves, first aid, etc.), instructional materials for the home base program, pupil service supplies, and gasoline (for vans).

**F. Contractual** **\$ 0**

No funds have been set aside for this line item

**G. Construction** **\$ 0**

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

No funds have been set aside for construction

**H. Other** **\$ 551,813**

Funds have been allocated for other costs necessary to run the program effectively including van maintenance and repair, software licenses, M&O, copy machine maintenance, copy paper, copy machine rental, insurance, local travel nutrition services, Child Service Consultants, parent services and food service funds.

**Indirect Costs** **\$ 248,953.00**

The approved indirect cost rate for 2017-2018 is 10.18%

**Non-Federal Funds**

**A. Personnel**

Volunteer time, including that of parents and community members is valued at the appropriate salary for the functions they perform as a service to our program. Rates are determined by various YCOE salary schedules. In addition to parent volunteers, these include student nurses from Brightwood College and interns from the University of California, Davis.

**B. Fringe Benefits**

**E. Supplies**

Various community agencies donate supplies, including toys, office supplies and books.

**H. Other**

Included State funded preschool programs that are coordinated with Head Start (funded through the State of California), Speech services for students (funded through





Washington Unified School District, Woodland Joint Unified School District, and Davis Unified School District, staff development (funded by school districts) T&TA opportunities are planned around 10 key concepts and principles. Please refer to the Technical Assistance and training Narrative, 2017-2018 for detail of the T & TA plan and budget.

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## **BUDGET JUSTIFICATION – EARLY HEAD START**

### **EARLY HEAD START BASIC**

The 2017-2018 Yolo County Office of Education (YCOE) Early Head Start (EHS) budget submission covers the fifth year of this 5 year grant application. Within the funding limitations, this budget supports the program's goals and objectives as determined and supported by the Community Assessment, Performance Standards, Head Start Act, local and state safety and health regulations, and local needs.

The following are the major changes made to the 2017-2018 budget:

- Add Extra Duty and Overtime for Training for Teachers

## **BUDGET JUSTIFICATION BY CATEGORY**

### **Federal Funds**

**A. Personnel** **\$ 596,203.00**

The budget for personnel includes funds for all the positions supported by this grant. The budget detail document lists all the positions and FTE's supported by the grant.

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

**B. Fringe Benefits** **\$ 215,149.00**

The YCOE provides a menu of health benefits, and YCOE's contribution to health coverage is currently \$600 monthly for all full-time employees and prorate based on the number of hours worked. YCOE contributes to Social Security, MediCare, unemployment insurance, worker's compensation insurance, and deducts all requisites payroll taxes.

**C. Travel** **\$ 0**

No funds have been allocated for travel.

**D. Equipment** **\$ 0**

No funds have been allocated for equipment.

**E. Supplies** **\$ 33,789.00**

Funds have been allocated for office supplies (general office supplies, paper, pens, small tools, software, electronics, small machines such as fax machines, office furniture, etc.), healthy/disability services supplies (toothbrushes, toothpaste, Kleenex, latex gloves, first aid, etc.), instructional materials (paper, paint, clay projects supplies and other consumables), instructional materials for the home base program, pupil services supplies, and gasoline (for vans).

**F. Contractual** **\$ 0**

No funds have been set aside for this line item.

**G. Construction** **\$ 0**

No funds have been set aside for construction

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

**H. Other**

**\$ 115,813**

Funds have been allocated for other costs necessary to run the program effectively including van maintenance and repair, software licenses, M & O, copy machine maintenance, copy paper, copy machine rental, insurance, local travel, nutrition services, child care consultants, parent services and food service funds.

**Indirect Costs**

**\$ 96,543.00**

The approved indirect cost rate for 2017-2018 is 10.18%.

**Non-Federal Funds**

**A. Personnel**

Volunteer time, including that of parents and community members is valued at the appropriate salary for the functions they perform as a service to our program. Rates are determined by various YCOE salary schedules. In addition to parent volunteers, these include student nurses from Bright wood College and interns from the University of California, Davis.

**B. Fringe Benefits**

**E. Supplies**

Various community agencies donate supplies, including toys, office supplies and books.

**H.Other**

Includes State funded preschool programs that are coordinated with Early Head Start (funded through the state of California), Speech services for students, staff development & TA consultants and supplies (reduce fees for training), and volunteer services.



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**BUDGET JUSTIFICATION – TRAINING AND TECHNICAL ASSISTANCE (T & TA)****HEAD START AND EARLY HEAD START T & TA**

The 2017-2018 Yolo County Office of Education (YCOE) Head Start and Early Head Start T & TA submission covers the fifth year of this 5 year grant application. Within the funding limitations, this budget supports the program's goals and objectives as determined and enforces learning opportunities for professional development through coaching and mentoring.

There we no changes made to the 2017-2018 budgets:

**BUDGET JUSTIFICATION BY CATEGORY****Federal Funds**

<b>A. Personnel</b>	<b>HS</b>	<b>\$ 9,454.00</b>
	<b>EHS</b>	<b>\$ 6,940.00</b>

The budget for personnel includes substitutes to cover coaching only. Funds for all the positions supported by this grant.

<b>B. Fringe Benefits</b>	<b>HS</b>	<b>\$ 1,722.00</b>
	<b>EHS</b>	<b>\$ 1,263.00</b>

YCOE contributes to Social Security, MediCare, unemployment insurance, worker's compensation insurance, and deducts all requisites payroll taxes.

<b>C. Travel</b>	<b>HS</b>	<b>\$ 10,340.00</b>
	<b>EHS</b>	<b>\$ 7,681.00</b>

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

<b>D. Equipment</b>	<b>HS</b>	<b>\$</b>	<b>0</b>
	<b>EHS</b>	<b>\$</b>	<b>0</b>

No funds have been allocated for equipment.

<b>E. Supplies</b>	<b>HS</b>	<b>\$ 5,354.00</b>
	<b>EHS</b>	<b>\$ 4,558.00</b>

Funds have been allocated for office supplies (general office supplies, paper, pens, small tools, software, electronics, small machines such as fax machines, office furniture, etc.), healthy/disability services supplies (toothbrushes, toothpaste, Kleenex, latex gloves, first aid, etc.), instructional materials, training materials for the home base program, pupil services supplies.

**F. Contractual**

Funds have been set aside under "Section H other" for local consultants and child care providers.

**G. Construction**

No funds have been set aside for construction

**H. Other**

(Professional Development Consultants)	<b>HS</b>	<b>\$ 3,709.00</b>
(Child Care Providers)	<b>EHS</b>	<b>\$ 3,140.00</b>

<b>Indirect Costs</b>	<b>HS</b>	<b>\$ 3,113.00</b>
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**Yolo County**  
**OFFICE OF**  
**EDUCATION**

**EHS \$ 2,401.00**

The approved indirect cost rate for 2017-2018 is 10.18%.

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

<b>SUBJECT:</b> Alternative Education Attendance Report	<b>AGENDA ITEM #:</b> 4.9
<b>PER:</b> <input checked="" type="checkbox"/> <b>BOARD REQUEST</b> <input type="checkbox"/> <b>STAFF REQUEST</b>	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input type="checkbox"/> <b>ACTION</b> <input checked="" type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b>  Garth Lewis
	<b>DATE:</b> February 27, 2018

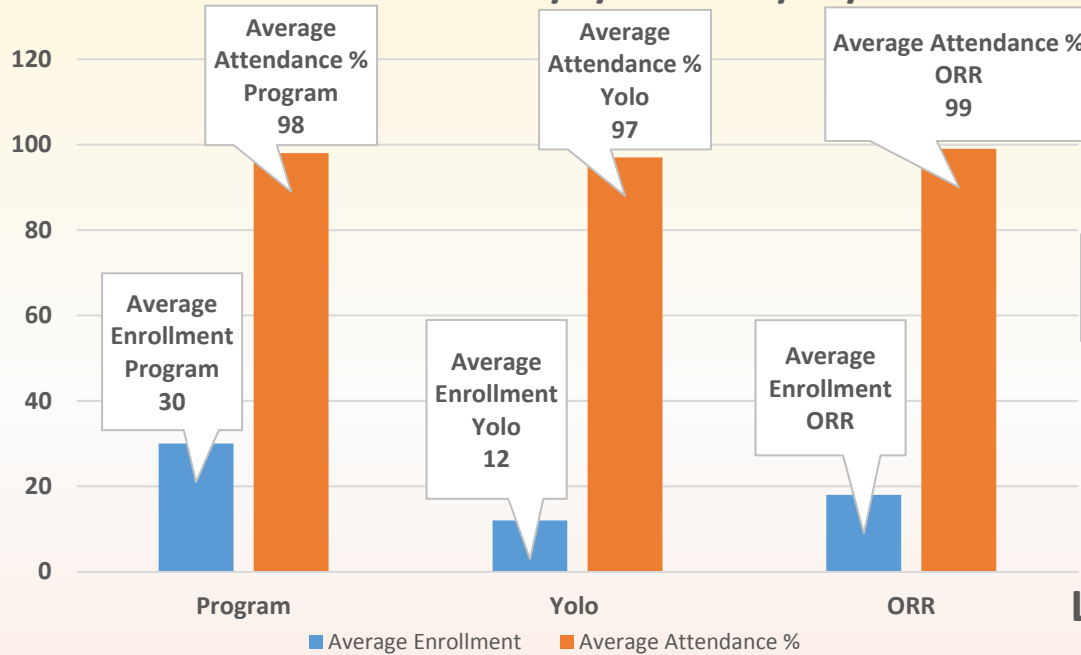
**BACKGROUND:**

Garth Lewis, Associate Superintendent, will present information on the attached attendance report for Alternative Education

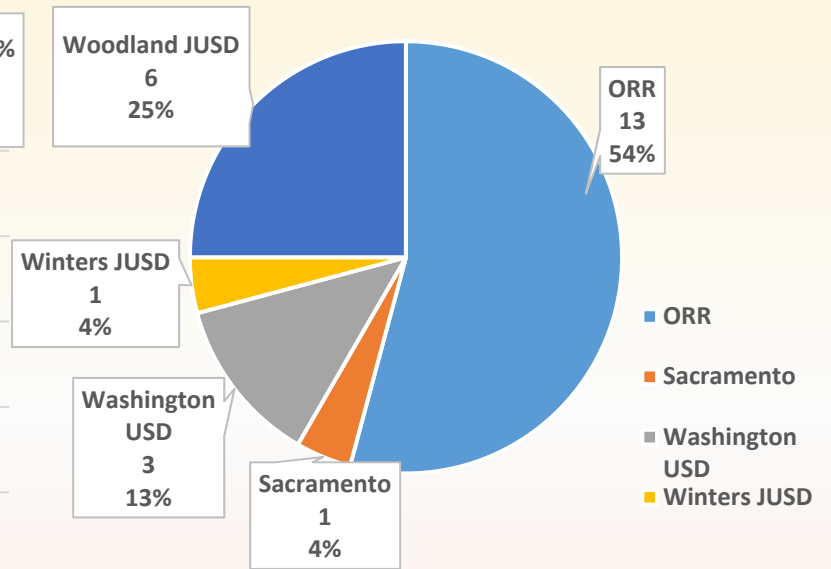
**RECOMMENDATION/COMMENTS:** For information.

# 2017-2018 Dan Jacobs School Attendance Month 6

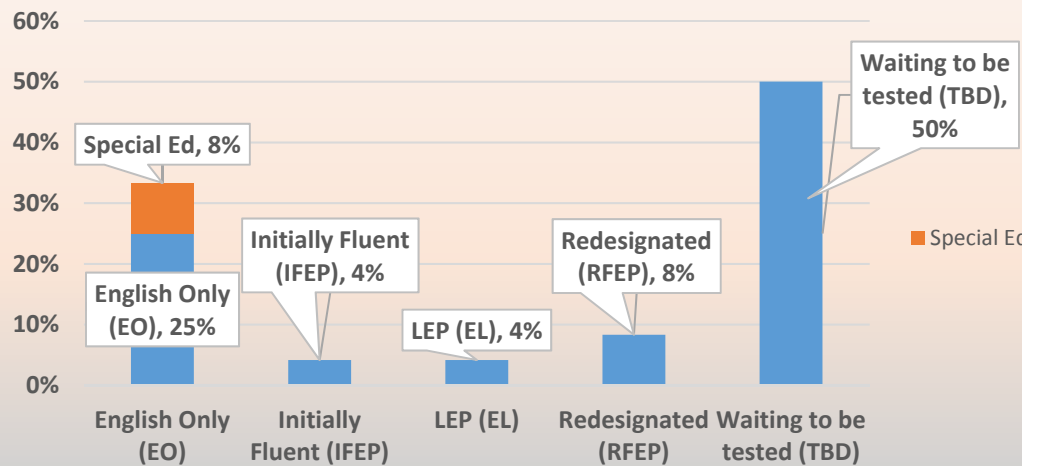
## Average Enrollment and Attendance % Attendance Period 7/1/2017-12/15/2017



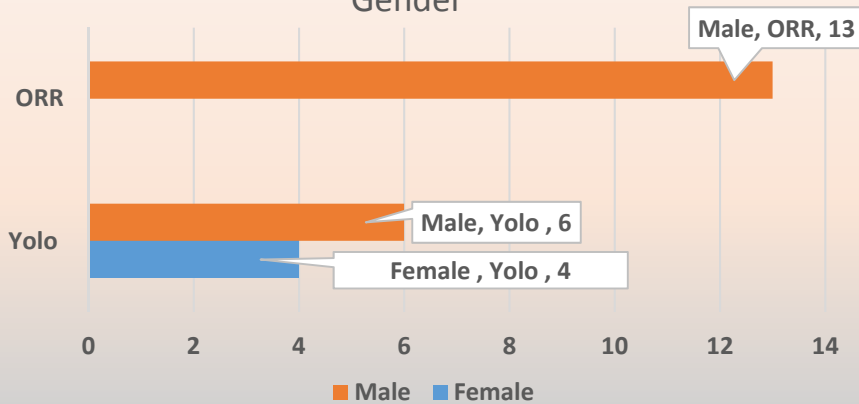
## School District of Residence/Program



## Language Fluency and Special Ed %



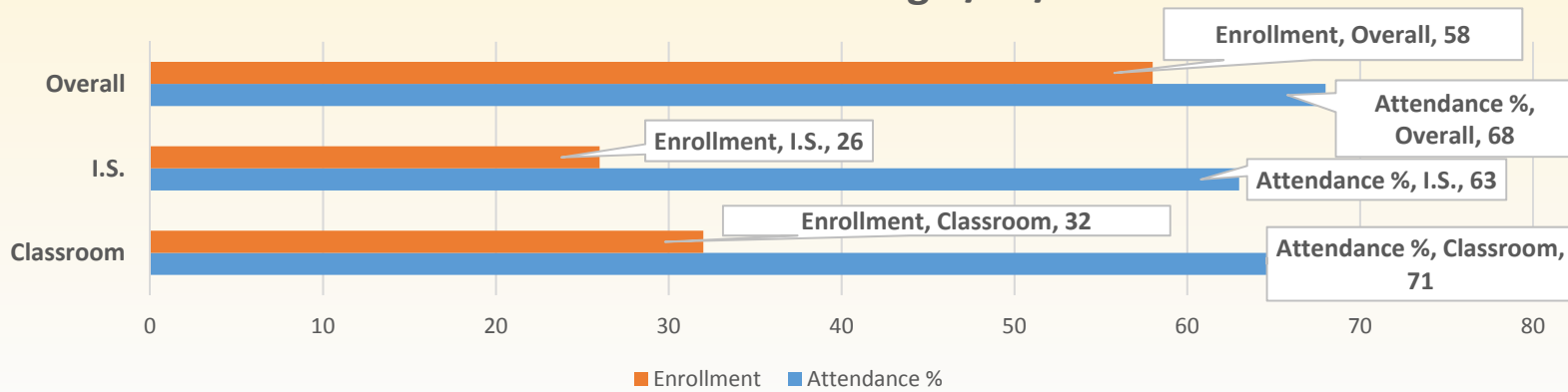
## Gender



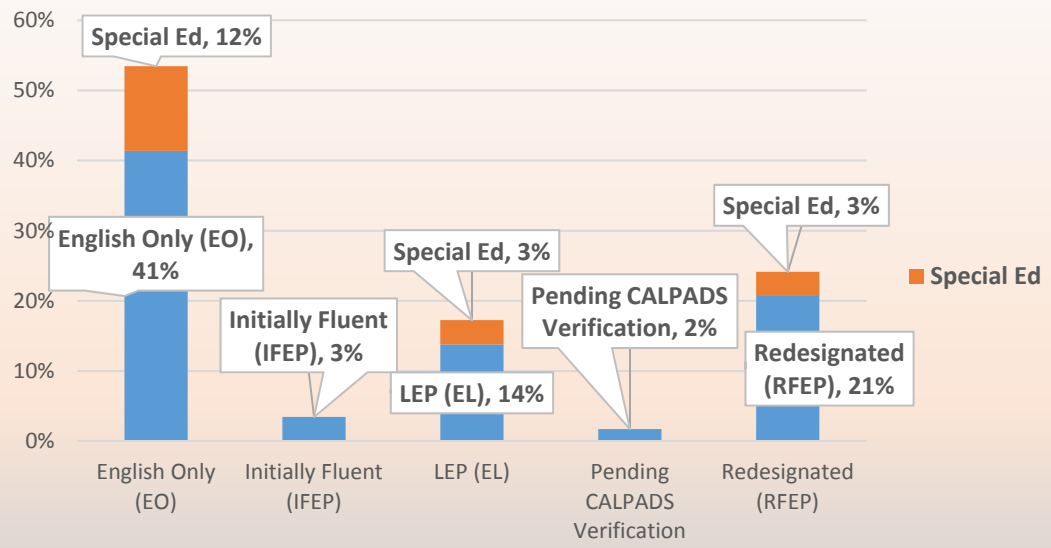


# 2017-2018 Cesar Chavez Community School - Woodland Attendance Month 5

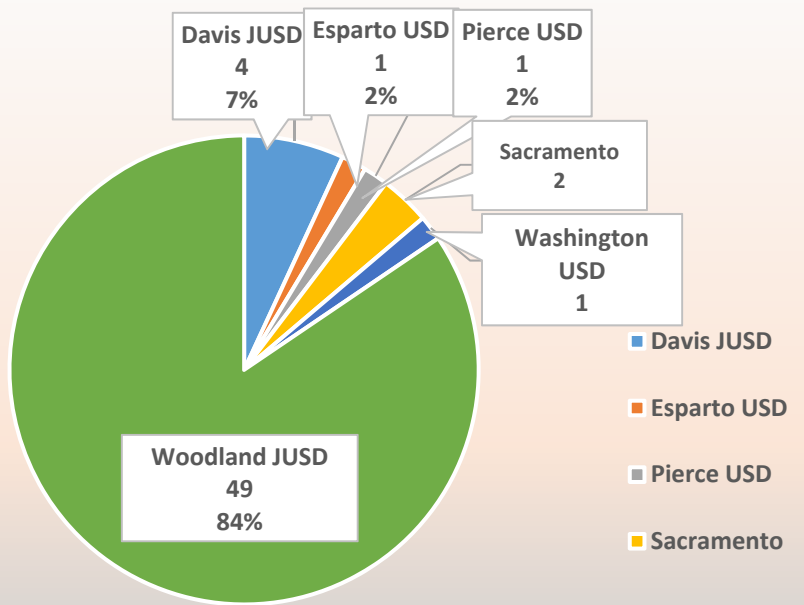
## Enrollment and Average Attendance % Attendance Period Ending 1/19/2018



### Language Fluency and Special Ed %

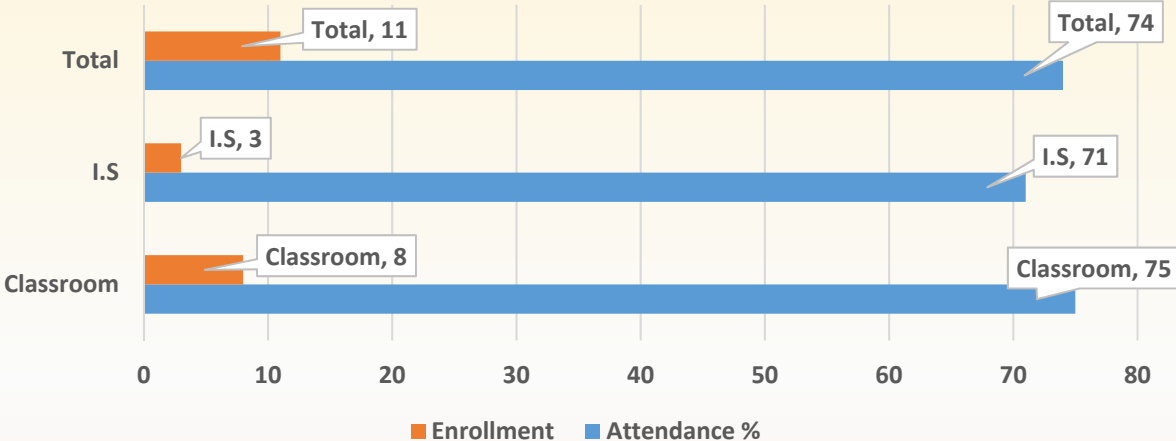


### School District of Residence

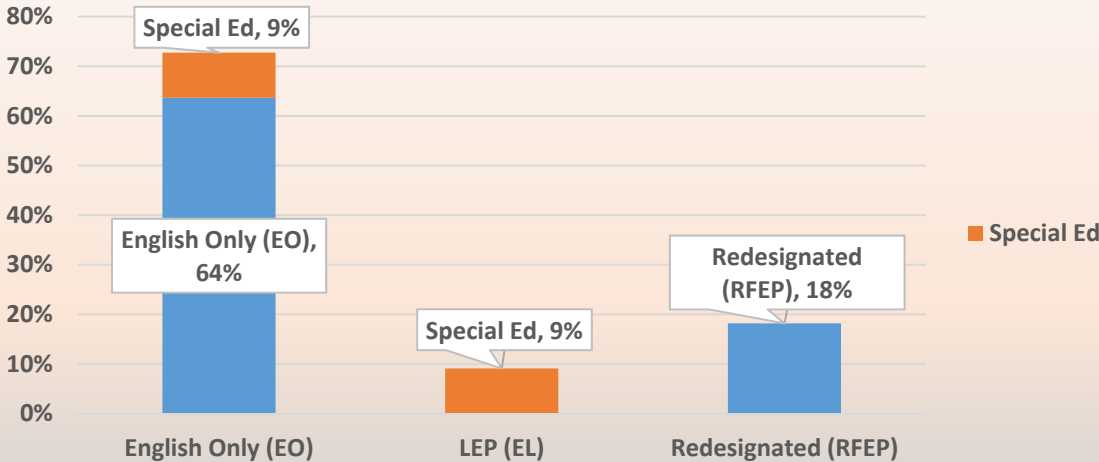


# 2017-2018 Cesar Chavez Community School – West Sac Attendance Month 5

Enrollment and Average Attendance %  
Attendance Period Ending 1/12/2018

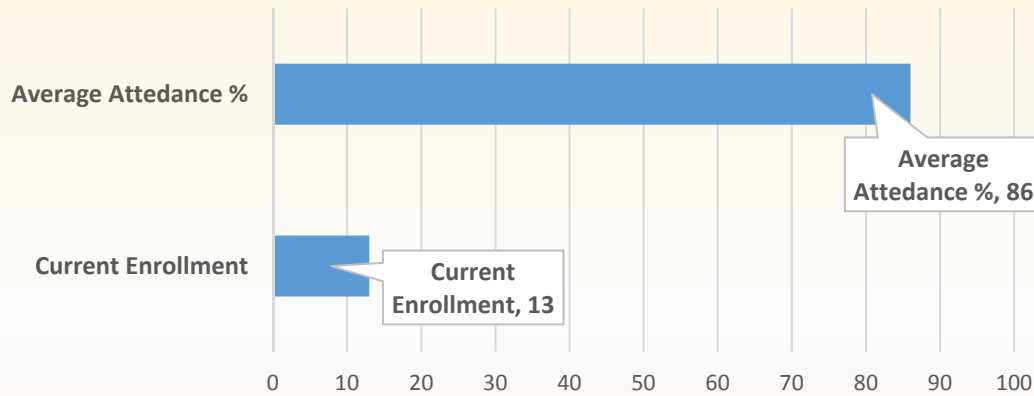


Language Fluency and Special Ed %

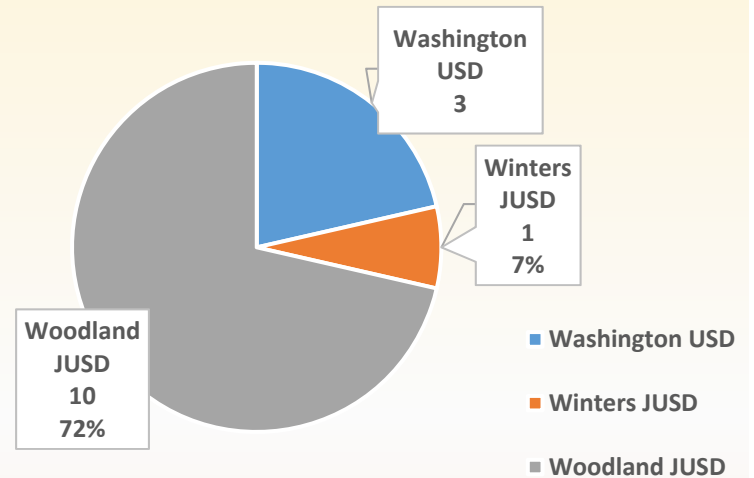


# 2017-2018 YCCP (Yolo County Conservation Partnership) Attendance Month 5

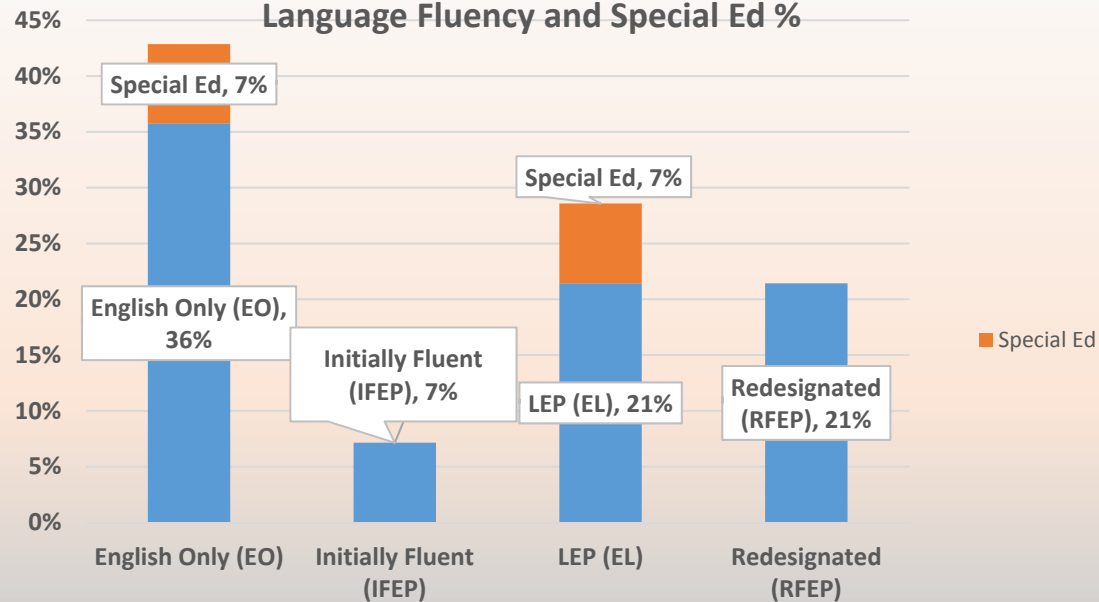
## Enrollment and Average Attendance % Attendance Period 8/21/2017 - 12/8/2017



## School District of Residence



## Language Fluency and Special Ed %



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

<b>SUBJECT:</b> Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of October, November, and December 2017	<b>AGENDA ITEM #:</b> 4.10
<b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>FOR BOARD:</b> <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	<b>RESEARCH &amp; PREPARATION BY:</b>  Deborah Bruns
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

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 October, November and December 2017***

February 16, 2018

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

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

California *Education Code* Section 1240 requires that I visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. I am pleased to provide the second quarterly report for fiscal year 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 October, November and December 2017.

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

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

The law further requires that the county superintendent:

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

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

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

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

My findings were as follows:

**Instructional Materials:**

**Washington Unified School District:**

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

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

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

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

**Winters Joint Unified School District:**

**Waggoner Elementary School:**

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

**Woodland Joint Unified School District:**

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

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

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

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

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

**School Facilities:**

**Washington Unified School District:**

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

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

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

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

**Winters Joint Unified School District:**

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

**Woodland Joint Unified School District:**

**Dingle Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter. Work orders were submitted for all deficiencies noted by the YCOE Williams Team during the fall site visit.*

**Freeman Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter. Work orders were submitted for all deficiencies noted by the YCOE Williams Team during the fall site visit.*

**Gibson Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter. Work orders were submitted for all deficiencies noted by the YCOE Williams Team during the fall site visit.*

**Ramón S. Tafoya Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter. Work orders were submitted for all deficiencies noted by the YCOE Williams Team during the fall site visit.*

**Woodland Prairie Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter. Work orders were submitted for all deficiencies noted by the YCOE Williams Team during the fall site visit.*

**School Accountability Report Card:**

The SARC reports for 2016-17 were due to be posted on school websites as of February 1, 2018. These reports will be reviewed for compliance in the third quarter.

**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*

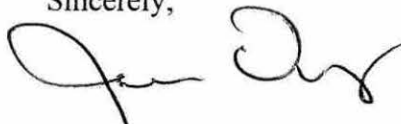
*Winters Joint Unified School District – No complaints*

*Woodland Joint Unified School District – One complaint, pending, attached*

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

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

Sincerely,



Jesse Ortiz, Ed.D.  
Superintendent



**Uniform Complaint Procedures  
Williams Settlement Form  
Woodland Joint Unified School District  
For Education Code Section 35186 Complaints**

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

Response requested  Yes  No

Contact Information (if response requested):

Name (Optional): Liza Grandia

Mailing Address (Optional): 550 Oak Avenue, Woodland, CA 95695

Phone Number Day (Optional): 530 419 2811 (h) Evening: 530-360-4464

Email address if any: mama.to.adelaide@gmail.com

Date problem was observed: 10/27/17

Location of the problem that is the subject of this complaint: Beamer Park Elementary

School name/address: 525 Beamer Street

Course or grade level and teacher name: entire school

Room number/name of room/location of facility: n/a

**Issue of complaint (please check all that apply):**

**1. Textbooks and Instructional Materials (Education Code 35186; 5 CCR 4681)**

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

**2. Facility Conditions (Education Code 17592.72, 35186, 35292.5; 5 CCR 4683)**

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

**3. Teacher Vacancy or Misassignment (Education Code 35186; 5 CCR 4682)**

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

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

*See attached*

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Please file this complaint at the following location:  
Any school office or at the District office:  
435 Sixth Street, Woodland, CA 95695

Board approved: 8/25/2016

November 17, 2017

Nick Baral, Director  
Maintenance, Operations, & Facilities  
910 College Street  
Woodland, CA 95695

Dear Mr. Baral:

As stated to the Trustees on 10/26/17, I observed the following irregularities in the recent pesticide notification at Beamer Park Elementary.

- On the evening of Tuesday 10/24/17, I and other parents received a rushed robo call (speaker unidentified) that there would be a spraying at Beamer on Friday the 27<sup>th</sup>, but with no indication of where, what, or when. The call appeared to come from the district offices.
- I checked and the information was not posted Wed. 10/25 in the a.m., nor in the p.m.
- The notification that appeared on the window 10/26 in the a.m. was retro-dated to 10/24.
- As photographed by parents, the area to be sprayed was not demarcated 24 hours in advance.

Nor did I receive any notification of the cancelation of the spraying, and therefore made the decision to check my child out of school at 12:45 on 10/27/17 to avoid exposure in the given time frame 1 pm-5 pm, as the restroom she uses is adjacent to the kitchen. Did this spraying occur? Why were parents not notified of its cancellation? Did my child lose two hours of instruction for naught?

I subsequently learned that Plainfield had an identical spraying on 10/27/17. This raises the following questions for which parents and teachers would like disclosure and transparency:

1. Were all schools in the district blanket sprayed that day?
2. Why were the schools sprayed while children were on the premises? The first tenet of IPM is to minimize exposure risk.
3. If so, how were you following IPM (Integrated Pest Management) protocols? As I understand the second basic tenet of IPM, institutions should avoid regular spraying and only do so when there is a documented need and all other observations have been exhausted. Therefore, could you please provide written observations of pest problems as described in the IPM certification you signed and submitted to the state (see attached) that the district promised to make:
  - “Visual inspections for pests in typical locations, communicate with school site personnel of recent activity. Regular inspections of kitchens, food preparation and storage area. Identification of target pest before application to reduce pesticide exposure.”

- Also according to that IPM protocol, can you tell me what alternative “non-chemical” routes were tried and exhausted prior to the decision to spray bifenthrin, a chemical the EPA has registered as a possible carcinogen, in a food preparation area?
- 3. In its selection of pesticides, were you and the district aware that bifenthrin was also **banned by the European Union in 2009 due to mounting evidence of its carcinogenicity?**
- 4. Can you provide an updated IPM plan and list of chemicals the district has authorized for use in our schools? The IPM plan posted on the webpage expired 7/01/17. Nor does it have the promised chemical list attached.
- 5. I also wonder why teachers are not formally notified of sprayings. This has consequences for their own occupational health, but also misses the opportunity to engage teachers as allies in helping children avoid the affected areas. According to the Healthy Schools Act, both teachers and parents have a right to sign up for notification, but the language in the handbook suggests only parents can sign up. You have the numbers, but I can only assume notification coverage is slim. Very few people are going to see the form in the notification handbook and take the time to mail it in with a stamp. What’s more, there are still members of our coalition who did take the trouble to sign, but still did not receive the robo call. I also want to reiterate that despite having filled out the form for three years, this was my first call.
- 6. Finally, on behalf of the Woodland Coalition for Green Schools, so that our members can better understand the district’s approach to pest management, **I am requesting disclosure of all pesticides sprayed over the last 4 years at Beamer Elementary.** According to the Healthy Schools Act of 2000, the district is required to maintain records for four years.

As a point of reference, Lisa Estridge from the California Department of Pesticide Regulation can work with you on improving your IPM practices. She mentioned that the facilities manager in Dixon’s school district had become a model implementer of IPM. Her email is: [Lisa.Estridge@cdpr.ca.gov](mailto:Lisa.Estridge@cdpr.ca.gov).

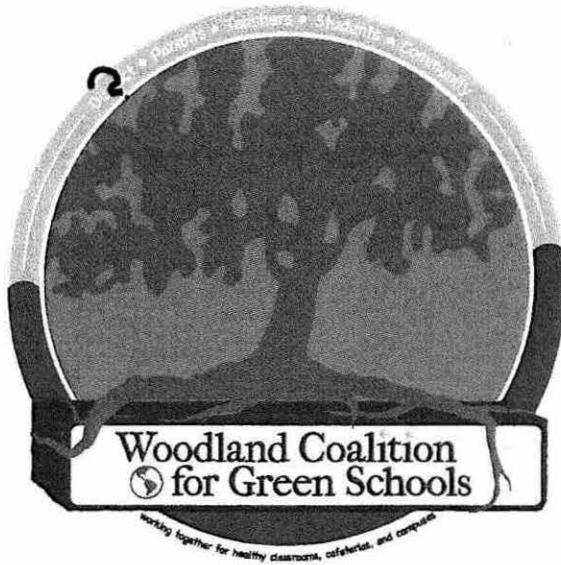
I look forward to your swift response.

Yours sincerely,



Liza Grandia, Ph.D.  
550 Oak Avenue, Woodland, CA 95695  
530-419-2811  
[mama.to.adelaide@gmail.com](mailto:mama.to.adelaide@gmail.com) OR [emgrandia@ucdavis.edu](mailto:emgrandia@ucdavis.edu)

Founder, Woodland Coalition for Green Schools  
Associate Professor & Mellon New Directions Fellow, UC Davis



cc: parents in the Woodland Coalition for Green Schools

Hector Molina – recipient of the Williams form, [hector.molina@wjuds.org](mailto:hector.molina@wjuds.org)

Georgina Llamas-Cruz, Principal - [georgina.llamascruz@wjuds.org](mailto:georgina.llamascruz@wjuds.org)

Tom Pritchard, Interim Superintendent – [Thomas.pritchard@wjuds.org](mailto:Thomas.pritchard@wjuds.org)

Lewis Wiley, [Lewis.wiley@wjuds.org](mailto:Lewis.wiley@wjuds.org)

Morgan Childers, President, Board of Trustees, [Morgan.Childers@wjuds.org](mailto:Morgan.Childers@wjuds.org)

Tico Zendejas (Clerk, and district 2, Beamer representative) - [Tico.Zendejas@wjuds.org](mailto:Tico.Zendejas@wjuds.org)

Trustees: Michael Pyeatt, Vice President, [Michael.Pyeatt@wjuds.org](mailto:Michael.Pyeatt@wjuds.org)

Debbie Decker, [Debbie.Decker@wjuds.org](mailto:Debbie.Decker@wjuds.org)

Teresa Guerrero, [Teresa.Guerrero@wjuds.org](mailto:Teresa.Guerrero@wjuds.org)

Karen Bayne, [Karen.Bayne@wjuds.org](mailto:Karen.Bayne@wjuds.org)

Tania Tafoya, [Tania.Tafoya@wjuds.org](mailto:Tania.Tafoya@wjuds.org)

Woodland Daily Democrat, Jim Smith editor, [news@dailydemocrat.com](mailto:news@dailydemocrat.com)

Davis Vanguard, David Greenwald, [info@davisvanguard.org](mailto:info@davisvanguard.org)

Davis Enterprise, Jeff Hudson, [jhudson@davisenterprise.net](mailto:jhudson@davisenterprise.net)

Jesse Ortiz, Yolo County Superintendent: [jesse.ortiz@ycoe.org](mailto:jesse.ortiz@ycoe.org)



18 N. East Street, Suite 201 • Woodland, CA 95776 • 862-1234 Woodland • 756-1234 Davis • 678-1234 Dixon • 795-1234 Winters • 661-2FAX

Today's Date: 10/21/17 Service Date & Time: 10/27/17 1am-5pm Application Location: Kitchen

Woodland-Davis Termite & Pest Control will be performing pesticide application on beamer in Woodland CA.

This application will be in accordance with the laws and regulations of the State of California and will be performed by a state certified applicator. Also in accordance with these laws and regulations, we would like to furnish the following information:

**CAUTION-PESTICIDES AND OTHER CHEMICALS**

Structural Pest Control Operators are licensed and regulated by the State of California. Pest Control Operators apply pesticides which are registered and approved for use by the California Department of Pesticide Regulation and the United States Environmental Protection Agency. Registration is granted when the state finds that the use of existing pesticides, if used in accordance with the label directions, there are no appreciable risks if proper use conditions are followed or that the risks are outweighed by the benefits. The degree of risk depends upon the degree of exposure, so exposure should be minimized.

If within 24 hours following application, you experience symptoms similar to common seasonal illness comparable to the flu, or any other symptoms of overexposure which are not typical of influenza, contact your physician or poison control center, and your pest control operator immediately.

Pesticide Control Center: 1-800-222-1222

General Information-Woodland-Davis Termite & Pest Control:

Woodland (530) 662-1234 • Davis (530) 756-1234 • Dixon (707) 678-1234 • Winters (530) 795-1234

Local Health Department:

Yolo County (530) 666-8645 • Solano County (707) 421-6685 • Sutter County (800) 371-3177 • Sacramento County (916) 875-8551

Application Information-County Agricultural Commissioners:

Yolo County (530) 666-8140 • Solano County (707) 421-7465 • Sutter County (530) 822-7500 • Sacramento County (916) 875-6603

Regulatory Information-Structural Pest Control Board: 2005 Evergreen St. Ste 1500 Sacramento Ca 95815 (916) 561-8704

**Pest(s) To Be Controlled:**

- |  |                                   |   |   |
|--|-----------------------------------|---|---|
| <input checked="" type="checkbox"/> Ants | <input type="checkbox"/> Crickets | <input type="checkbox"/> Grain Pests        | <input checked="" type="checkbox"/> Spiders |
| <input type="checkbox"/> Bees            | <input type="checkbox"/> Earwigs  | <input type="checkbox"/> Mice               | <input type="checkbox"/> Termites           |
| <input type="checkbox"/> Carpenter Ants  | <input type="checkbox"/> Fleas    | <input type="checkbox"/> Rats               | <input type="checkbox"/> Ticks              |
| <input type="checkbox"/> Carpet Beetles  | <input type="checkbox"/> Fungus   | <input checked="" type="checkbox"/> Roaches | <input type="checkbox"/> Wasps              |
| <input type="checkbox"/> Clothes Moths   | <input type="checkbox"/> Gophers  | <input type="checkbox"/> Silverfish         | <input type="checkbox"/>                    |

**Pesticide(s) To Be Used:**

- |  |   |
|--|---|
| <input type="checkbox"/> Advion Ant Gel (Indoxacarb) EPA#352-746             | <input type="checkbox"/> PT Wasps Freeze II (Prallethrin) EPA# 499-550  |
| <input type="checkbox"/> Advion Roach Gel (Indoxacarb) EPA 352-652           | <input type="checkbox"/> Precor IGR (S) Methoprene) EPA#2724-352        |
| <input type="checkbox"/> Apline WSG (Dinotefuran) EPA#449-561                | <input checked="" type="checkbox"/> TalStar P (Bifenthrin) EPA#279-3206 |
| <input type="checkbox"/> Contrac Blox (Bromadiolone) EPA# 12455-79           | <input type="checkbox"/> TalStar Granular (Bifenthrin) EPA#279-3168     |
| <input type="checkbox"/> Contrac 2L (Imidacloprid) EPA#53883-229             | <input type="checkbox"/> Termidor SC (Fipronil) EPA#7969-210            |
| <input type="checkbox"/> Dominion 2L (Imidacloprid) EPA#53883-229            | <input type="checkbox"/> Terro Ant Killer (Borax) EPA#149-8-64005       |
| <input type="checkbox"/> Essentria All Purpose (Rosemary, Peppermint) Exempt | <input type="checkbox"/> Vendetta (Abamectin B1) EPA#1021-1828          |
| <input type="checkbox"/> Essentria G (Clove Oil) Exempt                      | <input type="checkbox"/> Zp Rodent Bait (Zinc Phosphid) EPA#12455-18    |
| <input type="checkbox"/> Gentrol IGR (S) Hydroprene) EPA# 2724-351           | <input type="checkbox"/>  |
| <input type="checkbox"/> Gentrol Point Source (hydroprene) EPA#2724-469      |   |
| <input type="checkbox"/> PT Phantom II (Chlorfenapyr) EPA#499-548            |   |
| <input type="checkbox"/> PT-565 Plus XLO (Piperonyl Butoxide) EPA# 449-290   |   |

# School District Integrated Pest Management Plan

When completed, this template meets the Healthy Schools Act requirement for an integrated pest management (IPM) plan. An IPM plan is required if a school district uses pesticides<sup>1</sup>.

## Contacts

Woodland Joint Unified School District 435 Sixth Street, Woodland Ca. 95695  
School District Name Address

Nicholas Baral (530) 406-5930 Nicholas.baral@wjusd.org  
District IPM Coordinator IPM Coordinator's Phone Number Email Address

## IPM statement

It is the goal of Woodland Joint Unified School District to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to: *(Example: Focus on long-term pest prevention)*  
To Promote long term pest prevention.

## IPM team

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements, include:

Name and/or Title	Role in IPM program
Kevin Bledsoe	Pest Technician
Darren Drabin	Pest Technician
Peter Tilden	Pest Technician
Kelly Marcoux	Scheduling Technician

## Pest management contracting

- Pest management services are contracted to a licensed pest control business.  
Pest Control Business name(s): Woodland- Davis Termite & Pest Control Inc.
- Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirement and other requirements of the Healthy Schools Act.

## Pest identification, monitoring and inspection

Pest Identification is done by: Woodland Davis Termite & Pest Control Inc.

*(Example: College/University staff, Pest Control Business, etc.)*

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by Woodland Davis Termite & Pest Control Inc. and results are communicated to the IPM Coordinator.

*(Example: District staff title, e.g. Maintenance staff)*

Specific information about monitoring and inspecting for pests, such as locations, times, or techniques include:

*(Example: Sticky monitoring boards are placed in the kitchen and are checked weekly by custodial staff.)*

Visual inspections for pests in typical locations, communicate with school site personnel of recent activity. Regular inspections of kitchens, food preparation and storage area. Identification of target pest before application to reduce pesticide exposure.

### Pests and non-chemical management practices

This school district has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level:

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Ants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Monitor Sanitation
Roaches	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Monitor Sanitation
Rodents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Monitor Sanitation
Fleas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wasps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spiders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eliminate vegetation against structures

### Chemical pest management practices

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

This school district expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This list includes pesticides that will be applied by school district staff or licensed pest control businesses.):

See list Attached

### Healthy Schools Act

- This school district complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (Education Code Sections 17608 – 17613, 48980.3; Food & Agricultural Code Sections 13180 – 13188)

### Training

Every year school district employees who make pesticide applications receive the following training prior to pesticide use:

- Pesticide specific safety training (Title 3 California Code of Regulations 6724)
- School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

### Submittal of pesticide use reports

- Reports of all pesticides applied by school district staff during the calendar year, except pesticides exempt<sup>1</sup> from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at [www.cdpr.ca.gov/schoolipm](http://www.cdpr.ca.gov/schoolipm). (Education Code Section 16711)

### Notification

This school district has made this IPM plan publicly available by the following methods (check at least one):

- This IPM plan can be found online at the following web address: <http://www.wjUSD.org/>
- This IPM plan is sent out to all parents, guardians and staff annually.

### Review

- This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct.

Date of next review: 07/01/2017

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

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

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

<sup>1</sup> These pesticides are exempt from all Healthy Schools Act requirements, except the training requirement: 1) products used in self-contained baits or traps, 2) gels or pastes used as crack and crevice treatments, 3) antimicrobials, and 4) pesticides exempt from U.S. EPA registration. (Education Code Section 17610.5)



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

<b>SUBJECT:</b> Annual Review of Yolo County Investment Policy	<b>AGENDA ITEM #:</b> 4.11
<b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>FOR BOARD:</b> <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	<b>RESEARCH &amp; PREPARATION BY:</b>  Crissy Huey
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

As required by law, the Yolo County Office of Education invests its money in the Yolo County Treasury. Activities and money management policies and practices are strictly followed by the Yolo County Treasurer's Office to ensure proper diligence in the handling of these investments.

Attached for information is the Yolo County Investment Policy for Calendar Year 2018 as revised by the Yolo County Board of Supervisors on 12-12-17.

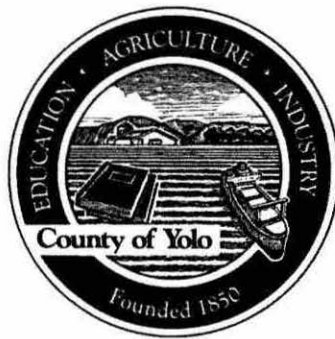
Changes from the 2017 policy are noted on the attached investment policy.

**RECOMMENDATION/COMMENTS:** For information.

**COUNTY OF YOLO**

**INVESTMENT POLICY**

**20172018**



Proposed by:

Department of Financial Services

Chief Financial Officer

Reviewed by:

County Financial Oversight Committee

November 17~~4~~, 201~~6~~2017

Approved by:

Board of Supervisors

December 13~~2~~, 201~~6~~2017

County of Yolo  
**Investment Policy**  
2017-2018

## **I. Introduction**

This document is known as the annual investment policy and represents the policies of the board of supervisors of the County of Yolo related to the investment of funds under the control of the Chief Financial Officer. The office of the Auditor-Controller and the Treasurer-Tax Collector have been consolidated. All statutory duties, responsibilities, and budgets of the Auditor-Controller and Treasurer-Tax Collector are consolidated into the office known as the Chief Financial Officer as per Yolo County ~~county treasury code~~ section 2-5.113 effective January 5, 2015. The Department of Financial Services was established to consolidate and perform all functions of the offices of the Auditor, Controller, Tax Collection, and Treasurer, and any other county-wide fiscal functions directed by the board as per county code sec. 2-5.2001.

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

## **II. Scope**

This policy applies to the cash management and investment activities performed by County personnel and officials for any local agency, public agency, public entity or public official that has funds on deposit in the county treasury. The terms "County" and "county treasury pool" are used interchangeably and include all such funds so invested.

The investment of bond proceeds will be governed by the provisions of relevant bond documents.

The investment of endowment funds will be governed by the underlying laws, regulations and specific governmental approvals under those laws pursuant to which the endowments were created. Endowment fund investments will primarily focus on the preservation of principal and use of investment income for operational purpose.

## **III. Standard of Care**

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

The standard of prudence to be used by investment officials shall be the "prudent investor"

County of Yolo  
**Investment Policy**  
2017-2018

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

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

#### **IV. Public Trust**

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

#### **V. Objectives**

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

Safety. Safety of principal is the foremost objective of the investment program. Investments of the County shall be undertaken in a manner that seeks to ensure preservation of capital in the portfolio.

Liquidity. The investment portfolio shall be maintained in such a manner as to provide sufficient liquidity to meet the operating requirements of any of the participants.

Return on Investment. The investment portfolio of the County shall be designed with the objective of attaining a market rate of return on its investments consistent with the constraints imposed by its safety objective and cash flow considerations.

#### **VI. Delegation of Authority**

Subject to Section 53607 the authority of the Board of Supervisors to invest or to reinvest funds of the pooled investments, or to sell or exchange securities so purchased, may be

County of Yolo  
Investment Policy  
2017-2018

delegated for a one-year period by ordinance in accordance with Government Code Sections 27000.1 and 27000.3.

~~Since 1999 the~~ Board of Supervisors has designated the ~~Auditor-Controller~~ (presently Chief Financial Officer) as its agent authorized to make investment decisions in consultation with the Finance and Investment Committee of the Board after considering the strategy proposed by the investment advisor.

## VII. Ethics and Conflict of Interest

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

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

- a. Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could affect their ability to make impartial decisions.
- b. Officers and employees shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the County.
- c. Officers and employees shall not accept gifts or gratuities with a value exceeding \$460 in any one year from any bank, broker, dealer, or any other person, firm, or organization who conducts business with the County Treasurer.
- d. No person with investment decision-making authority in the County Administrator's office or the ~~Auditor-Controller and Treasurer-Tax-Collector's office~~ (presently Department of Financial Services) may serve on the board of directors or any committee appointed by the board or the credit committee or supervisory committee of a state or federal credit union which is a depository for County funds.

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

County of Yolo  
**Investment Policy**  
2017-2018

- a. A member shall disclose to the committee at a regular meeting any activities that directly or indirectly raised money for:
  1. a candidate for local treasurer; or
  2. a member of the governing board of any local agency that has deposited funds in the county treasury while a member of the committee.

For purposes of this subsection, raising money includes soliciting, receiving, or controlling campaign funds of a candidate, but not the member's individual campaign contributions or non-financial support. This section does not apply to a member raising money for his or her own campaign.

- b. A member shall disclose to the Committee at a regular meeting any contributions, in the previous three years or during the period that the employee is a member of the committee, by an employer to:
  1. the campaign of a candidate for the office of local treasurer; or
  2. to the campaign of a candidate to be a member of a legislative body of any local agency that has deposited funds in the county treasury.
- c. A member cannot secure employment with, or be employed by, bond underwriters, bond counsel, security brokerages or dealers, financial services firms, financial institutions, and municipal advisors with whom the County is doing business during the member's Financial Oversight Committee membership period or for one year after leaving the Financial Oversight Committee. This subsection only applies to employment or soliciting employment, and not other relationships with such companies with whom the County is doing business.
- d. A member shall disclose to the Committee any honoraria, gifts, and gratuities from advisors, brokers, dealers, bankers, or other persons who conduct business with the County Treasurer while a member of the Committee. All members shall also comply with the requirements of the Political Reform Act or any other law or regulation regarding to receipt and disclosure of financial benefits and conflicts.

### **VIII. Internal Controls**

Internal control procedures shall be established and maintained by the Treasurer that provide reasonable assurance that the investment objectives are met and to ensure that the assets are protected from loss, theft, misuse, or mismanagement. The internal controls shall

County of Yolo  
**Investment Policy**  
2017-2018

be reviewed as part of the regular annual independent audit. The controls and procedures shall be designed to prevent employee error, misrepresentations by third parties, and imprudent or illegal actions by employees or officers of the County.

## **IX. Cash Management**

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

County personnel shall maintain separate accounting for cash funds and monitor aggregate cash balances of the County and each agency in the Treasury pool, and shall notify the County Administrator or agency management of unhealthy trends in aggregate cash balances. Unhealthy trends may include but are not limited to deferral of cash payments from State, Federal grantors, or other funding sources, significant declines in available aggregate cash balances, or near-deficit aggregate balances.

Agencies that are so notified are expected to take immediate action to cure any deficit and improve cash balances. Continuing deficits shall be reported to the Board of Supervisors for further action.

~~The Auditor-Controller and Treasurer-Tax Collector (presently-Chief Financial Officer)~~ shall provide quarterly reports on total cash flows and balances of the Treasury Pool to the ~~Treasury Oversight Committee (presently-Financial Oversight Committee)~~.

## **X. Authorized Financial Dealers and Qualified Institutions**

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

The County or the County's Investment Advisor shall maintain a list of authorized broker/dealers and financial institutions which are approved for investment transaction purposes, and it shall be the policy of the County to purchase securities only from those authorized institutions or firms. Authorized brokers/dealers must either (i) be classified as Reporting Dealers affiliated with the New York Federal Reserve Bank as Primary Dealers

County of Yolo  
**Investment Policy**  
2017-2018

or (ii) be registered to conduct business in the State of California and be licensed by the state as a broker-dealer, as defined in Section 25004 of the Corporations Code.

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

## **XI. Permitted Investment Instruments**

1. **United States Treasury Obligations.** Government obligations for which the full faith and credit of the United States are pledged for the payment of principal and interest.
2. **Federal Agency Obligations.** Federal agency or United States government-sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.
3. **California Municipal Obligations.** Obligations of the State of California, this local agency or any local agency within the state, including bonds payable solely out of revenues from a revenue-producing property owned, controlled or operated by the state, this local agency or any local agency or by a department, board, agency or authority of the state or any local agency that is rated in a rating category of "A" long term or "A-1" short term, the equivalent or higher by a nationally recognized statistical rating organization (NRSRO). Any investment in obligations of this local agency shall be in a ratio proportionate to the County's share of the pooled investments.
4. **Other 49 State Municipal Securities.** Registered treasury notes or bonds issued by any of the other 49 states, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, board, agency, or authority of any state that is rated in a rating category of "A" long term or "A-1" short term, the equivalent or higher by a NRSRO.
5. **Repurchase Agreements.** Agreements to be used solely as short-term investments not to exceed 90 days.

The County may enter into Repurchase Agreements with primary dealers in U.S. Government securities who are eligible to transact business with, and who report to, the Federal Reserve Bank of New York.

The following collateral restrictions will be observed: Only U.S. Treasury securities or Federal Agency securities, as described in X.1 and X.2, will be acceptable collateral.



County of Yolo  
Investment Policy  
2017-2018

All securities underlying Repurchase Agreements must be delivered to the County's custodian bank versus payment or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each Repurchase Agreement must equal or exceed, 102 percent of the total dollar value of the money invested by the County for the term of the investment. For any Repurchase Agreement with a term of more than one day, the value of the underlying securities must be reviewed at least weekly.

Market value must be calculated each time there is a substitution of collateral.

The County or its trustee shall have a perfected first security interest under the Uniform Commercial Code in all securities subject to Repurchase Agreement.

The County will have properly executed a PSA agreement with each counter party with which it enters into Repurchase Agreements.

6. **Banker's Acceptances.** Issued by domestic or foreign banks, the short-term paper of which is rated in the highest category by a nationally recognized statistical rating organization (NRSRO).

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

7. **Commercial Paper.** Of prime quality of the highest ranking or of the highest letter and number rating as provided for by a nationally recognized statistical-rating organization (NRSRO). The entity that issues the commercial paper shall meet all of the following conditions shown in either paragraph (1) or paragraph (2):

1. The entity meets the following criteria:
  - A. Is organized and operating in the United States as a general corporation.
  - B. Has total assets in excess of five hundred million dollars (\$500,000,000).
  - C. Has debt other than commercial paper, if any, that is rated in a rating category of "A", the equivalent or higher by a nationally recognized statistical-rating organization (NRSRO).
2. The entity meets the following criteria:
  - A. Is organized within the United States as a special purpose corporation, trust, or limited liability company.
  - B. Has program wide credit enhancements including, but not limited to, over collateralization, letters of credit, or surety bond.

County of Yolo  
**Investment Policy**  
2017-2018

- C. Has commercial paper that is rated in a rating category "A-1", the equivalent or higher by a nationally recognized statistical-rating organization (NRSRO).

Purchases of eligible commercial paper may not exceed 270 days maturity.

No more than 40 percent of the County's investment portfolio may be invested in eligible commercial paper.

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

Purchase of medium-term corporate notes may not exceed 30 percent of the County's investment portfolio.

9. **Non-Negotiable Certificates of Deposit.** FDIC insured or fully collateralized time certificates of deposit in financial institutions located in California, including U.S. branches of foreign banks licensed to do business in California. All time deposits must be collateralized in accordance with California Government Code Section 53651, either at 150% by promissory notes secured by first mortgages and first trust deeds upon improved residential property in California eligible under section (m) or at 110% by eligible marketable securities listed in subsections (a) through (l) and (n) and (o). The County, at its discretion and by majority vote of the Board of Supervisors, on a quarterly basis, may waive the collateralization requirements for any portion of the deposit that is covered by federal insurance.

Alternatively, the County may invest in deposits, including certificates of deposit, at a commercial bank, savings bank, savings and loan association, or credit union that uses a private sector entity that assists in the placement of certificates of deposit as provided for in Government Code section 53635.8.

10. **Negotiable Certificates of Deposit.** Negotiable certificates of deposit issued by a nationally or state-chartered bank or a state or federal savings and loan association or by a federally-licensed or a state-licensed branch of a foreign bank that is rated in a rating category of "A" long-term or "A-1 short-term, the equivalent or higher by a nationally recognized statistical rating organization (NRSRO).

Purchases of all negotiable certificates of deposit may not exceed 30 percent of the County's investment portfolio.

11. **Local Government Investment Pools.** (Either state-administered or through joint powers statutes and other intergovernmental agreement legislation.)

County of Yolo  
Investment Policy  
2017-2018

Investments may be maximized to the level allowed by the State and should be reviewed periodically. Investment objectives, limitations, and controls of each pool must be consistent with this policy.

12. **Money Market Funds.** Shares of beneficial interest issued by diversified management companies that are money market mutual funds registered with Securities and Exchange Commission under the Investment Company Act of 1940. To be eligible for investment pursuant to this subdivision these companies shall either: (1) attain the highest ranking letter or numerical rating provided by not less than two of the largest nationally recognized statistical rating organizations or (2) have retained an investment advisor registered or exempt from registration with the Securities and Exchange Commission with not less than five years experience investing in securities and obligations authorized by Government Code Section 53601 and with assets under management in excess of \$500,000,000.

Money Market Funds shall not exceed 20 percent of the investment portfolio of the County as recorded at purchase price on date of purchase.

13. **Asset-Backed Securities.** Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-back certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond of a maximum of five years maturity. Eligible securities must be rated, by a nationally recognized rating service, as "AAA", and the issuer of the security must be in a rating category of "A", the equivalent or higher for its debt as provided by a nationally recognized rating service. No more than 20 percent of the County's investment portfolio may be invested in this type of security.
14. **Reverse Repurchase Agreements.** Reverse repurchase agreements shall be used primarily as a cash flow management tool and subject to all the following conditions:
  1. The security to be sold using a reverse repurchase agreement has been owned and fully paid for by the County for a minimum of 30 days prior to sale.
  2. The total of all reverse repurchase agreements on investments owned by the County does not exceed 20 percent of the base value of the portfolio. The base value of the County's portfolio for this section is defined as that dollar amount obtained by totaling all cash balances placed in the portfolio by all participants, excluding any amounts obtained through selling securities by way of reverse repurchase agreements, securities lending agreements, or other similar borrowing methods.
  3. The agreement does not exceed a term of 92 days, unless the agreement includes a written codicil guaranteeing a minimum earning or spread for the entire period between the sale of a security using a reverse repurchase agreement and the final

County of Yolo  
Investment Policy  
2017-2018

maturity date of the same security.

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

15. **Supranationals.** United States dollar denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development (IBRD), International Finance Corporation (IFC), or Inter-American Development Bank (IADB), with a maximum remaining maturity of five years or less, and eligible for purchase and sale within the United States. Investments under this subdivision shall be rated in a rating category of "AA", the equivalent or higher by a NRSRO. Purchases of these securities shall not exceed 30 percent of the County's portfolio.

The ~~Treasurer Tax Collector~~ (presently Chief Financial Officer) may make permitted investments (as described above) pursuant to the California Government Code (including Section 53601 et. seq.) or deposit funds for safekeeping in state or national banks, savings association, credit unions, or federal insured industrial loan companies (as described in Section 53635.2).

Credit criteria listed in this section refers to the credit of the issuing organization at the time the security is purchased. Should a security owned by the County be downgraded below "A" the Investment Advisor shall immediately notify the ~~County Auditor Controller~~ (presently Chief Financial Officer) who will report to the Board of Supervisors, at their next regularly scheduled meeting, the circumstances of the downgrade and any action taken or recommended.

County of Yolo  
**Investment Policy**  
2017-2018

## **XII. Ineligible Investments**

The County shall not invest any funds in inverse floaters, range notes, or interest-only strips that are derived from a pool of mortgages, or in any security that could result in zero interest accrual if held to maturity. Any other security not specifically permitted by Section XI is prohibited.

## **XIII. Maximum Maturity**

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

Unless otherwise specified in this policy or authorized by the Board of Supervisors, no investment shall be made in any security, other than a security underlying a repurchase agreement as authorized by this policy that at the time of the investment has a term remaining to maturity in excess of five years.

The Board of Supervisors has specifically approved investment maturities beyond five years for three long-term portfolios: Yolo County Landfill Closure Trust Fund, the Yolo County Cache Creek Maintenance and Remediation Fund, and the Demeter Endowment (funds deallocated from the Ceres Tobacco Endowment Fund).

## **XIV. Diversification & Percentage Limitations**

The County shall limit the County's investments in any one issuer to no more than 5 percent of the County's total investments at the time of purchase, except for U.S. Treasuries, Federal Agencies, supranationals, repurchase and reverse repurchase agreements, and pooled investments such as local government investment pools, LAIF, and money market funds

All percentage limitations apply at the time of the investment (purchase date).

## **XV. Reporting Requirements**

The ~~County Auditor-Controller and Treasurer-Tax Collector~~ (presently Chief Financial Officer) shall render a quarterly investment report to the Board of Supervisors that includes, at a minimum, the following information for each investment:

- Type of investment instrument (e.g., U.S. Treasury note, Federal Agency note)
- Issuer name (e.g., General Electric Capital Corp.)
- Credit quality

County of Yolo  
**Investment Policy**  
2017-2018

- Purchase date
- Maturity date
- Par value
- Purchase price
- Current market value and the source of the valuation
- Current amortized or book value
- Accrued interest
- Original yield to maturity
- Overall portfolio yield based on cost
- New investment transactions

The quarterly report shall (i) state compliance of the portfolio to the statement of investment policy, or manner in which the portfolio is not in compliance, (ii) include a description of any of the County's funds, investments or programs that are under the management of contracted parties, including lending programs, and (iii) include a statement explaining the ability of the County to meet its cash flows requirements for the next six months, or provide an explanation as to why sufficient money shall, or may, not be available.

This quarterly report shall be available within 30 days following the end of the quarter, and submitted to the Board of Supervisors at the earliest reasonable opportunity, with copies to all pool participants.

## **XVI. Annual Review of Investment Policy**

The ~~County Auditor-Controller and Treasurer-Tax Collector~~ (presently Chief Financial Officer) shall annually prepare an investment policy that will be reviewed by the County Financial Oversight Committee and submitted to the Board of Supervisors for approval in a public meeting. Any change to the investment policy shall be reviewed and approved by the Board in a public meeting.

## **XVII. Safekeeping and Custody**

All securities, whether negotiable, bearer, registered or non-registered shall be delivered either by book entry or physical delivery to the County's third party custodian.

Monthly safekeeping statements are received from custodians where securities are held. Authorized personnel, other than the person handling daily investments, shall review the statements to confirm that investment transactions have settled and been delivered to the County's third party custodian.

County of Yolo  
**Investment Policy**  
2017-2018

**XVIII. Apportionment of Earnings and Costs**

The manner of calculating and apportioning the cost of investing, depositing, banking, auditing, reporting, or otherwise handling or managing funds is as follows:

Investment earnings shall be apportioned to all pool participants quarterly based upon the ratio of the average daily balance of each individual fund to the average daily balance of all funds in the investment pool. Earnings are computed on an accrual basis and the effective date that earnings are deposited into each fund is the first day of the following quarter (January 1, April 1, July 1, and October 1).

Direct and Administrative (including indirect) costs associated with investing, depositing, banking, auditing, reporting, safekeeping, or otherwise handling or managing funds shall be netted against any moneys received pursuant to state mandated reimbursements and deducted from the gross investment earnings in the quarter received.

**XIX. Criteria for Considering Requests to Withdraw Funds**

Withdrawal of funds from county treasurer pool may occur pursuant to Government Code Section 27136 and approval of the Board of Supervisors.

Assessment of the effect of a proposed withdrawal on the stability and predictability of the investment in the County Pool will be based on the following criteria:

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

The ~~Auditor-Controller and Treasurer-Tax Collector~~ (presently Chief Financial Officer) reserves the right to mark a fund balance to market value prior to allowing a withdrawal if it is deemed necessary to be equitable to the remaining funds.

County of Yolo  
Investment Policy  
20172018

## XX. Terms and Conditions for Non-Statutory Combined Pool Participants

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

## XXI. Audits

Annual Compliance Audit - The Financial Oversight Committee is not designated a Treasury Oversight Committee however the FOC may cause an annual audit pursuant to Government Code section 27134 at its discretion which may include issues relating to the structure of the investment portfolio and risk.

The costs of complying with this article shall be County charges and may be included with those charges enumerated under Section 27013.

Quarterly Review and Annual Financial Audit - The ~~Auditor Controller~~ (presently Chief Financial Officer) shall cause quarterly reviews to be made of the Treasurer's records relative to the type and amount of assets in the treasury, pursuant to Government Code sections 26920 - 23. The ~~Auditor Controller~~ (Chief Financial Officer) shall also cause an annual financial audit to be made of the Treasurer's records as of June 30. In addition to an opinion on the statement of assets held in the treasury this audit shall include a review of the adequacy of internal controls.

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

The ~~Auditor Controller and Treasurer Tax Collector~~ (Chief Financial Officer) shall report audits that contain significant audit findings to the Audit Committee of the Board of Supervisors immediately and to the full Board at the earliest reasonable opportunity. Copies of the audit reports shall be provided to the Financial Oversight Committee.

All audit recommendations shall be addressed timely and in a manner acceptable to the Board of Supervisors' Audit Committee (Financial Oversight Committee).

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County of Yolo  
**Investment Policy**  
20172018

**YOLO COUNTY BOARD OF EDUCATION**

**Public Hearing for:**

**The Initial Proposal to the Superintendent from the Yolo Education Association**

<b>SUBJECT:</b> Public Hearing	<b>AGENDA ITEM #:</b> 4.12
	<b>DATE:</b> February 27, 2018

A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the *revised* Initial Proposal to the Yolo County Superintendent of Schools from the Yolo Education Association (YEA).

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

<b>SUBJECT:</b> Yolo County Superintendent of Schools’ Response to the <i>revised</i> Initial Proposal from the Yolo Education Association (YEA)	<b>AGENDA ITEM #:</b> 4.13
<b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>FOR BOARD:</b> <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	<b>RESEARCH &amp; PREPARATION BY:</b>  Jesse Ortiz, Ed.D.
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

Collective Bargaining law requires that initial proposals for negotiations be provided for public input (Government Code § 3547). Attached is the Yolo County Superintendent of Schools’ response and initial proposal to the Yolo Education Association (YEA).

**RECOMMENDATION/COMMENTS:** For information. It is recommended that the Superintendent’s response and initial proposal to the Yolo Education Association (YEA) be posted and set for public hearing at the March 20, 2018 Regular Meeting.

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

<b>SUBJECT:</b> Suggested Future Agenda Items	<b>AGENDA ITEM #:</b> 4.14
<b>PER:</b> <input checked="" type="checkbox"/> <b>BOARD REQUEST</b> <input type="checkbox"/> <b>STAFF REQUEST</b>	<b>ATTACHMENTS:</b> <input type="checkbox"/> <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input type="checkbox"/> <b>ACTION</b> <input checked="" type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b>  Superintendent's Office
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> February 27, 2018

**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. 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.*

**3. 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.*

**4. CSBA Agenda Online**

*12-12-17 Regular Meeting: per Board Vice President Yip*

**RECOMMENDATION/COMMENTS:** This agenda item serves as a tracking tool for future agenda items. The Board may want to add additional item(s).