

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
Wednesday, August 29, 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: August 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.

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

Page 4

3.0 REPORTS

Page 5

3.1 Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)

- a. Board Members
- b. Superintendent
- c. Superintendent's 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: July 24, 2018 Regular Meeting
 - b. Temporary County Certificates
 - c. Resolution #18-19/04 Resolution finding that Trustee’s absence from Board meeting is due to an acceptable hardship and authorizing payment of stipend pursuant to Education Code § 1090(d)

- Information** **4.2** Head Start/Early Head Start Reports **Page 14**
 - a. Enrollment Update
 - b. Program
 - c. Financial Status

- Information/** **4.3** Resolution #18-19/02: Committed Fund Balance for Pension Contributions **Page 28**
Action

- Information/** **4.4** Resolution #18-19/05: In Support of High School Voter Weeks, **Page 30**
Action September 17-28, 2018

- Information/** **4.5** Resolution #18-19/06: School Attendance **Page 32**
Action

- Information/** **4.6** Resolution #18-19/07: Charter School Application for CalSTRS Activation **Page 34**
Action

- Action** **4.7** Plan for Providing Education Services To All Expelled Pupils **Page 40**

- Action** **4.8** 2018-19 Consolidated Application for Funding Categorical Aid Programs, Part I **Page 84**

- Action** **4.9** Second Reading of New Board Policies – Series 6000 (Instruction): **Page 108**
 - a. BP/SP 6142.4 Service Learning/Community Service Classes
 - b. BP/SP 6142.6 Visual Arts and Performing Arts Education
 - c. BP/SP 6142.7 Physical Education and Activity
 - d. BP/SP 6142.91 Reading/Language Arts Instruction
 - e. BP/SP 6142.92 Mathematics Instruction
 - f. BP/SP 6142.93 Science Instruction
 - g. BP/SP 6142.94 History-Social Science Instruction
 - h. BP/SP 6143 Course of Study
 - i. BP/SP 6144 Controversial Issues

- Information** **4.10** First Reading: BP/SP 3230 Business and Noninstructional Operations **Page 140**

- Information** **4.11** First Reading: BP/SP 6171 Instruction **Page 149**

- Information** **4.12** YCOE Organizational Charts **Page 158**

- Information** **4.13** Suite 190 Facility Update **Page 176**
- Information** **4.14** Yolo County Career Academy Charter School Program Update **Page 184**
- Information** **4.15** Quarterly Report of Investments for Period Ending June 30, 2018 **Page 187**
- Information** **4.16** Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the **Page 213**
Months of April, May and June 2018
- Information** **4.17** Quarterly Report on Williams Uniform Complaints for YCOE Operated Schools **Page 224**
Covering the Months of April, May and June 2018
- Information** **4.18** YCOE Agreement for Inmate Academic Assistance **Page 230**
- Information** **4.19** Suggested Future Agenda Item(s) **Page 231**
- Action** **5.0** **ADJOURNMENT**

AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

- *Four calendar days prior to the meeting, a full Board packet is available for review at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding County Office of Education holidays).*
- *Agenda documents distributed to the Board less than 72 hours before the meeting will be made available at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding County Office of Education holidays). [Government Code § 54957.5]*
- *Board agendas are posted outside the YCOE Administrative Office building at 1280 Santa Anita Court, Suite #100 and #120, in weather-protected glass cases.*
- *The Board agenda is posted on the County Office website: www.ycoe.org*

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

YOLO COUNTY BOARD OF EDUCATION

Letter of Transmittal to County Board

From the Superintendent

SUBJECT: Yolo County Office of Education Employee(s) of the Month Recognition	AGENDA ITEM #: 2.0
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Margie Valenzuela
<u>BACKGROUND:</u>	DATE: August 29, 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

SUBJECT: Reports	AGENDA ITEM #: 3.0
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
<u>BACKGROUND:</u>	DATE: August 29, 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

SUBJECT: Consent Agenda	AGENDA ITEM #: 4.1
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
<u>BACKGROUND:</u>	DATE: August 29, 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: July 24, 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.

- c. Resolution #18-19/04 Resolution finding that Trustee's absence from Board meeting is due to an acceptable hardship and authorizing payment of stipend pursuant to Education Code §1090(d)

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

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: July 24, 2018
DRAFT MINUTES

1.0 OPENING PROCEDURES

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on July 24, 2018 at 3:36 pm 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 and Shelton Yip. Cirenio Rodriguez and Matt Taylor were absent. Board Vice President Shelton Yip presided. Assistant Superintendent, Garth Lewis, filled in as the Superintendent's Designee (Superintendent Ortiz was absent). (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: Owens **SECOND:** Souza Cole **AYES:** Owens, Souza Cole, Yip
NOES: None. **ABSENT:** Rodriguez, Taylor

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

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

3.0 REPORTS

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

a. Board Members

- Trustee Owens will not be seeking a third term on the Yolo County Board of Education (YCBE). This is his final term and there are some interested candidates including David Murphy, former Superintendent of Davis Jt. USD, as well as some other individuals.
- Trustee Yip reminded Board members that Form 470 is due at the end of the month (July 31, 2018). A couple of events planned at the Yolo County Office of Education (YCOE) is the Our Children, Our Future Conference on Friday, September 28 from 8 a.m. - 1:30 p.m. The week before that we will also have the Yolo County School Boards Association (YCSBA) Presents an Evening with Your State Elected Officials on Monday, September 17 from 5:30 - 7 p.m. Currently, we have confirmation from Assemblymember Cecilia Aguiar-Curry and Senator Bill Dodd for the event. We are still waiting to hear from Senator Richard Pan and Assemblymember Kevin McCarty who represents West Sacramento. Flyers for these events were distributed to Board members (copies can be found on file with the official records of this meeting).

b. Superintendent

- Superintendent-elect Garth Lewis gave an update on the Office of Refugee Resettlement (ORR) Program and the Board of Supervisors meeting that

happened this morning to approve the Memorandum of Understanding (MOU). He stated that we had a team of alternative education staff members (Gayelynn Gerhart, Lori Perez and Morgan Lynch, lead teacher from Dan Jacobs school) who provided a presentation to the Board of Supervisors on the programs we offer to our youth. The staff discussed the assessments and the manner in which we provide for each individual's learning needs in our community schools. Lori Perez also shared information on the new charter school, Yolo County Career Academy Charter (YCCA). We are partnering with other agencies to insure that the pathways we have selected are responsive to job opportunities in our county and region. YCOE was acknowledged as part of the Board of Supervisor's approval of the MOU. Garth Lewis stated that we are very pleased that we have reached an agreement in the spirit of collaboration for our youth. Trustee Yip asked if the Board could get a copy of the MOU. Garth Lewis also mentioned that YCOE will be hosting the Administrator's Breakfast on August 6, 2018 from 8:30 – 11:45 a.m. Guest speakers for the event include Delaine Eastin, former Superintendent of Public Instruction as well as Arvinder "Vinny" Ginda, Supervisory Special Agent, Federal Bureau of Investigation (FBI) who will deliver a talk on critical decision making in a crisis situation. The Yolo County Conference on Young Latino Males featuring Dr. Victor Rios is full but if you are still interested in attending the event please send an email to Anissa Del Castillo in Educational Services. Flyers for these events were distributed to Board members (copies can be found on file with the official records of this meeting).

- c. Superintendent's Advisory Team
 - Ronda DaRosa distributed copies and reviewed the *Yolo County Board of Education Update, July 2, 2018* (copies can be found on file with the official records of this meeting).

- d. Committees
 - No reports.

- 3.2 Associations.
 - No reports.

4.0 INFORMATION/DISCUSSION/ACTION

- 4.1 Consent Agenda.
 - a. Approval of Minutes: June 26, 2018 Regular Meeting.
Move for approval
 - b. Temporary County Certificates

The Board took action to approve the Consent agenda.

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

NOES: None. **ABSENT:** Rodriguez, Taylor

4.2 Mini-Grant Presentations

- a. *Cornilleau 510 Pro Outdoor Tennis Table for PE & Lunch* – Gayelynn Gerhart, Principal, Cesar Chavez Community School (CCCS) shared information on the mini-grant funds used for the tennis table at CCCS. The tennis table is permanent and the students have enjoyed using it during lunch & PE (pictures can be found on file with the official records of this meeting). Principal Gerhart thanked the Board for their support and added that the tennis table has been a great addition to the campus.

4.3 Resolution #18-19/01: Temporary Interfund Cash Transfers

Debra Hinely, Director of Internal Business presented this item to the Board. This resolution is brought to the board once a year.

The Board took action to approve Resolution #18-19/01.

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

4.4 Resolution #18-19/02: Committed Fund Balance for Pension Contributions

Crissy Huey, Associate Superintendent, Administrative Services presented this item and responded to questions of the Board. Trustee Souza Cole requested that Board members consider bringing this resolution back at the next Regular Meeting on August 29, 2018 so the full Board can vote on it. Trustee Owens stated that this resolution is a good example to other Boards on being actively engaged and looking at a committed fund balance for rising pension contributions. It was agreed to bring this resolution back to the Board at the next meeting.

4.5 2017-18 Annual Average Daily Attendance (ADA) Report

Debra Hinely presented this item for information and responded to questions of the Board.

4.6 Public Disclosure of Costs Associated with the 2017-18 Collective Bargaining Agreement Between the Yolo County Office of Education (YCOE) and California School Employees Association (CSEA), Chapter #639

Crissy Huey presented this item as information.

4.7 Public Disclosure of Costs Associated with the 2017-18 Collective Bargaining Agreement Between the Yolo County Office of Education (YCOE) and Yolo Education Association (YEA), Chapter #71

Crissy Huey presented this item as information.

4.8 First Reading of New Board Policies – Series 6000 (Instruction):

- a. BP/SP 6142.4 Service Learning/Community Service Classes
- b. BP/SP 6142.6 Visual Arts and Performing Arts Education

- c. BP/SP 6142.7 Physical Education and Activity
- d. BP/SP 6142.91 Reading/Language Arts Instruction
- e. BP/SP 6142.92 Mathematics Instruction
- f. BP/SP 6142.93 Science Instruction
- g. BP/SP 6142.94 History-Social Science Instruction
- h. BP/SP 6143 Course of Study
- i. BP/SP 6144 Controversial Issues

Deputy Superintendent Ronda DaRosa presented this item and responded to questions of the Board. She stated that we are trying to update all of our policies per Ed Code.

Trustee Souza Cole requested the following changes:

*Item 4.8 First Reading of New Board Policies Series 6000 (Instruction) Add language (**civic education and engagement**) to BP/SP 6142.94(a) History-Social Science Instruction, last sentence of first paragraph:*

“The Yolo County Office of Education’s history-social science education program shall include, at the appropriate grade levels, instruction in American and world history, geography, economics, political science, **civic education and engagement**, anthropology, psychology, and sociology.”

For all future policies that request Board approval:

- State if the policy is new
- If it is an existing policy, reflect the changes made along with the original language (include strikethrough)

Ronda DaRosa will also bring the AR policies to the Board as an information item per Trustee Souza Cole’s request

- 4.9 Head Start/Early Head Start Reports
 - a. Enrollment Update
 - b. Program
 - c. Financial Status
 - d. Interim Financial Status (Standard Form 425)

Genet Telahun, Program Administrator, Head Start distributed copies and reviewed the July 2018 overview (copies can be found on file with the official records of this meeting) and responded to questions of the Board. Debra Hinely presented *Item d. Interim Financial Status (Standard Form 425)* as information.

- 4.10 Suggested Future Agenda Items. Trustee Souza Cole requested a review of the data from the Healthy Kids survey be placed on the September 2018 Board meeting. Trustee Souza Cole also requested the report on pre and post assessments for Kinder Camp be added.

5.0 **ADJOURNMENT.** The meeting adjourned at 4:57 p.m.

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

Garth Lewis, Assistant Superintendent, (acting on behalf
of Dr. Jesse Ortiz, Yolo County Superintendent of
Schools and Secretary to the Yolo County Board of
Education)

/ys

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

July 2018

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Chelsey Wager-Smith	ER CLAD
Alexander Furlow	ER CLAD

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Laurel Karren	30 Day Sub Permit

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Liset Espitia	30 Day Sub Permit

Total TCC's for the Month of July 2018: 4



**YOLO COUNTY BOARD OF EDUCATION
RESOLUTION # 18-19/04**

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

WHEREAS, Trustee Matt Taylor was unable to attend the meeting on July 24, 2018 at 3:30pm due to a work conflict; and

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

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

1. Each of the foregoing recitals is true and correct.
2. Trustee Taylor's absence from the July 24, 2018, meeting is due to a hardship that this Board deems acceptable within the meaning of Education Code Section 1090(d).

PASSED AND ADOPTED this 29th day of August of 2018.

AYES:

NOES:

ABSENT:

ABSTAIN:

Cirenio Rodriguez, President
Yolo County Board of Education

ATTEST:

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

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

SUBJECT: Head Start/Early Head Start Reports	AGENDA ITEM #: 4.2
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Gail Nadal and Debra Hinely
<u>BACKGROUND:</u>	DATE: August 29, 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

RECOMMENDATION/COMMENTS: For information only.



Head Start / Early Head Start

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

EARLY HEAD START

Date: Tuesday , August 14 , 2018				Report Outcomes for the month of July 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.	C7(0)	97.73%	4	4
					88.64%	4	4
					96.51%	4	4
2	EHS/State	Alyce Norman	6 wk. – 30 mos.	C6(2)	90.80%	3	3
					94.37%	4	4
					95.24%	4	4
3	EHS/State	Alyce Norman	24 – 36 mos.	C0(0)	89.47%	4	4
					93.65%	4	4
					84.34%	4	4
					95.71%	4	4
4	EHS/State	Valley Oak	24-36 mos.	C0(0)	NA	12	0
	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C3(2)	N/A	37	37
SUB TOTAL				C16(4)	92.65%	88	76

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C45(1)	90.39%	16	16
2					NA	16	NA
3					88.92%	20	20
4					NA	16	NA
5	State ONLY	Alyce Norman	3 – 5	C12(0)	NA	24	NA
1	HS/State	Charter	3 – 5	C10(0)	NA	20	NA
2					NA	20	NA
1	HS/State	Esparto	3 - 5	C7(1)	NA	20	NA
2					NA	16	NA
2	HS/State	Lincoln	3 – 5	C16(9)	NA	16	NA
4					NA	20	NA
6					NA	16	NA
1	HS/State	Plainfield	3 – 5	C1(4)	NA	16	NA
1	HS/State	Sci- Tech	3 – 5	C8(4)	NA	20	NA



Head Start / Early Head Start

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

1	HS/State	Valley Oak	3 – 5	C15(1)	NA	19	NA
1	HS/State	Wolfskill	3 - 5	C1(0)	NA	16	NA

SUB TOTAL				C115(20)	89.65%	291	36
TOTAL				C131(36)	91.15%	379	112

CONSECUTIVE ABSENCES (4 OR MORE DAYS)

SITE NAME	NUMBER OF ABSENCES	REASON	FOLLOW-UP NEEDED (Y/N)	FOLLOW-UP NEEDED DURING MONTHLY MONITORING (Y/N)
ALYCE NORMAN	1	Sick	Y	Y
CHARTER	3	Sick/Unknown	Y	Y
ELKHORN	None	NA		
ESPARTO	None	NA	NA	NA
HOME-BASED	None	NA	NA	NA
LEMEN	1	Family Emer.	Y	Y
LINCOLN	None	NA	NA	NA
PLAINFIELD	None	NA	NA	NA
VALLEY OAK	None	NA	NA	NA
WESTFIELD	None	NA	NA	NA
<u>Total :</u>	5	-	-	-

Yolo County Office of Education Board of Education

Head Start/ Early Head Start/ State Preschool

Gail Nadal

August 2018 Overview

PROGRAM

- All of Head Start's classroom changes have occurred. We are now serving children and families in Winters Wolfskill Site, Esparto Elementary, Knight's Landing Sci Tech Academy, 3 classrooms at Lincoln Site, 1 EHS classroom at Lemen Center, 1 preschool and 1 toddler program at Valley Oak Davis, 5 Preschool classrooms and 2 EHS Infant and toddler classrooms at Alyce Norman and 2 Preschool classrooms at Charter.
- We will be implementing "Footsteps 2 Brilliance (F2B) Language and Literacy Program for Preschool this upcoming year. We have purchased 32 tablets for this project and each Head start classroom will have 2 – 3 tablets. Research has shown that F2B has shown significant positive effect for at risk preschoolers. This program has a strong parent component piece and the parents are partners in this effort. The teaching staff received training for F2B during Pre-Service training.
- Pre-Service is currently happening and all staff have returned after the summer break. Classrooms are being set up for the first day of school and programs are following the calendars set by the school district for which they are a part of.
- We have completed most of the regulatory requirements by Community Care Licensing in getting our new programs reviewed and licensed for this upcoming school year.

POLICY COUNCIL

- As the new school starts, we will be recruiting for new Policy Council memberships who will represent their site in being an active member of the Policy Council. We are thankful for the families who agree to take on this worthwhile volunteer work.

PLANNING

- I am enclosing a copy of the Yolo Kinder camp DRDP outcomes results from this year's camp opportunity. This program allows children who are entering Kindergarten to have a social experience with other children before the new year begins.



Yolo Kinder Camp

Child Assessment 2018



July 31, 2018

DRDP Child Outcomes for Yolo Kinder Camp

YCOE Head Start conducted preliminary assessment of 40 children participating in the Kinder Camp program. We were able to complete the post assessment on 29 of the children due to excessive absences. Therefore, **the following information will be based off the 72.5% of students that completed both the preliminary and post assessments.**

The biggest gains seen: Approaches to Learning – Self Regulation, Social and Emotional Development, and Language and Literacy Development. For Approaches to Learning – Self Regulation and self-comforting were high. The post assessment showed that **34.5%** of the children were at the building developmental level and **65.5%** were at the integrating developmental level for this measure. For Social and Emotional Development, the children were assessed for becoming competent and cooperative in interactions with peers and developing friendships with several peers. The post assessment showed **96.5% of the children were in the integrating developmental level for this measure.** For Language and Literacy Development, **understanding of language (receptive).** The post assessment showed **100% of the children were in the integrating developmental level** for this measure. For the Language and Literacy Development, **communication and use of language (expressive).** The post assessment showed **100% of the children were in the integrating developmental level** for this measure.

The areas of growth would be in the Cognitive domain including number sense of quantity (child shows developing understanding of number and quantity); shapes (child shows an increasing knowledge of shapes and their characteristics; and cause and effect (child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect).

Please feel free to contact us at 530-668-3001 for additional questions that you might have.

Gail Nadal

Director of Early Childhood Education

Yolo County Office of Education

530-668-3773

HEAD START/PROGRAMA HEAD START			
July			
CATEGORY/CATEGORIA	Current/	Year to Date/	
Revenues/Ingresos:		\$ 2,799,582.00	
Expenditures/Gastos:			
Salaries/Salarios	\$ 62,125.03	\$	62,125.03
Benefits/Beneficios	\$ 23,589.12	\$	23,589.12
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ 1,074.25	\$	1,074.25
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Cafeteria Fund/transferencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 86,788.40	\$	86,788.40

EARLY HEAD START/PROGRAMA EARLY HEAD START			
Resource 5212/Recurso 5212			
CATEGORY/CATEGORIA	Current/	Year to Date/	
Revenues/Ingresos:		\$ 1,068,072.00	
Expenditures/Gastos:			
Salaries/Salarios	\$ 42,981.76	\$	42,981.76
Benefits/Beneficios	\$ 14,417.00	\$	14,417.00
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ 0.51	\$	0.51
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Cafeteria Fund/transferencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 57,399.27	\$	57,399.27

HEAD START/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date/	
Revenues/Ingresos:		\$ 33,692.00	
Expenditures/Gastos:			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ -	\$	-

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

CACFP Meal Reimbursement: May 2018				Credit Cards		Monthly	
Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount			Expense		
Breakfast	713	219.95	\$	1,247.75	Visa	\$	4.96
AM Snacks		\$ -	\$	-	Wal-Mart	\$	-
Lunch	946	\$ 284.84	\$	3,055.58	Nugget/Food 4 Less	\$	736.06
PM Snacks	833	\$ 733.04	\$	-	Interstate Oil	\$	388.24
Total Reimbursement		\$ 5,541.16			Total Credit Cards	\$	1,129.26

Calculation of In-Kind Contributions				Administrative Percent Calculation	
	Dollars Expended Year-To-Date	In-Kind Required			
Head Start:	\$ 86,788.40	\$ 21,697.10	Maximum Percent Allowed		15%
HS T & TA	\$ -	\$ -	Calculated Percent for the Month		16%
Early HS	\$ 57,399.27	\$ 14,349.82	Annual Percentage		16%
EHS T & TA	\$ -	\$ -			
Total	\$ 144,187.67	\$ 36,046.92			
	Amount Required:	\$ 36,046.92			
	Actual In-Kind:	\$ 27,129.12			
	*Surplus/(Deficit):	\$ (8,917.80)			

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

**Executive Summary
2018/2019 Fiscal Year
July 2018**

July									
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	\$ 2,872,371	\$ 86,788	\$ 86,788	\$ 971,824	\$ 1,813,758	3.02%	33.83%	63.14%	
Early Head Start	\$ 1,085,267	\$ 57,399	\$ 57,399	\$ 628,360	\$ 399,508	5.29%	57.90%	36.81%	
Head Start T&TA	\$ 34,554	\$ -	\$ -	\$ 600	\$ 33,954	0.00%	1.74%	98.26%	
Early Head Start T&TA	\$ 25,983	\$ -	\$ -	\$ 600	\$ 25,383	0.00%	2.31%	97.69%	
Total Grant	\$ 4,018,175	\$ 144,188	\$ 144,188	\$ 1,601,384	\$ -	3.59%	39.85%	0.00%	

Credit Cards	Monthly Expense
Visa	\$ 4.96
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ 736.06
Interstate Oil	\$ 388.24
Total Credit Card Expense	\$ 1,129.26

Administrative Percent Calculation	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	16%
Annual Percentage	16%

Calculation of In-Kind Contributions		
	Dollars Expended	In-Kind Required
	Year-To-Date	
Head Start:	\$ 86,788.40	\$ 21,697.10
Head Start T & TA:	\$ -	\$ -
Early Head Start:	\$ 57,399.27	\$ 14,349.82
Early Head Start T & TA:	\$ -	\$ -
Total	\$ 144,187.67	\$ 36,046.92
	Amount Required:	\$ 36,046.92
	Actual In-Kind:	\$ 27,129.12
	*Surplus/(Deficit):	\$ (8,917.80)
If deficit: will be returned to Federal Government from unrestricted dollars		

CACFP Meal Reimbursement: June 2018			
	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast	713	219.95	\$ 1,247.75
AM Snacks		\$ -	\$ -
Lunch	946	\$ 284.84	\$ 3,055.58
PM Snacks	833	\$ 733.04	\$ 733.04
	Total Reimbursement		\$ 5,541.16

EARLY HEAD START
2018/2019
July

July
Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,057,497		1,057,497	0	0	0	1,057,497	100.00%
Prior Year	0	0	0	0	0	0	0	#DIV/0!
COLA	27,770		27,770		0		10,575	
Total Revenues	1,085,267	0	1,085,267	0	0	0	1,068,072	98.42%
Expenditures								
Salaries	594,675	0	594,675	42,982	42,982	450,408	101,285	17.03%
Benefits	243,273	0	243,273	14,417	14,417	149,767	79,089	32.51%
Supplies	29,945	0	29,945			21,497	8,448	28.21%
Parent Activity Supplies & Food for Parent Meetings	0	0	0	0	0	1,000	(1,000)	#DIV/0!
Site Supplies	29,945	0	29,945	0	0	20,497	9,448	31.55%
Travel & Conference	9,646	0	9,646				9,646	100.00%
Dues & Memberships	590	0	590			63	528	89.41%
Insurance	4,200	0	4,200				4,200	100.00%
Rentals, Leases, Repairs & Noncapitalized Improvements	2,300	0	2,300			550	1,750	76.09%
Direct Costs for Transfer of Services	68,313	0	68,313	1	1		68,312	100.00%
Professional/Contracted Services & Operating Expenditures	36,875	0	36,875			6,000	30,875	0.00%
Intergovernmental Fees	0	0	0			76	(76)	
Indirect Costs	93,426	0	93,426				93,426	100.00%
Tsfer to Cafe Fund	12,599	0	12,599				12,599	100.00%
Total Expenditures	1,095,842	0	1,095,842	57,399	57,399	628,360	410,083	37.42%

HEAD START
T & TA
2018/2019
July

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	33,692	0	33,692	0	0	0	33,692	100.00%	
COLA	862		862						
Total Revenues	34,554	0	34,554	0	0	0	34,554	100.00%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	6,409	0	6,409	0	0	600	5,809	90.64%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,400	0	1,400	0	0	0	1,400	100.00%	
<i>Site Supplies</i>	5,009	0	5,009	0	0	0	5,009	100.00%	
Travel & Conference	10,181	0	10,181	0	0	0	10,181	100.00%	
Contracted Services	15,019	0	15,019	0	0	0	15,019	100.00%	
Indirect Costs	2,945	0	2,945	0	0	0	2,945	100.00%	
Total Expenditures	34,554	0	34,554	0	0	600	33,954	98.26%	

**HEAD START
2018/2019 BUDGET
July**

July
Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				% %
				Current	Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	2,799,582		2,799,582	0	0		2,799,582	100.00%
Prior Year	0	0	0	0	0		0	#DIV/0!
COLA	72,789		72,789	0	0		76,439	0.00%
Total Revenues	2,872,371	0	2,872,371	0	0	0	2,876,021	100.13%
Expenditures:								
Salaries	1,363,462	0	1,363,462	62,125	62,125	675,814	625,523	45.88%
Benefits	628,908	0	628,908	23,589	23,589	259,271	346,048	55.02%
Supplies	58,139	0	58,139			15,479	42,660	73.38%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	7,696	0	7,696	0	0	3,000	4,696	61.02%
<i>Site Supplies</i>	50,443	0	50,443	0	0	12,479	37,964	75.26%
Travel & Conference	20,358	0	20,358				20,358	100.00%
Dues & Memberships	1,933	0	1,933			188	1,746	90.30%
Insurance	13,500	0	13,500				13,500	100.00%
Operations & Housekeeping						250	(250)	#DIV/0!
Rentals, Leases, Repairs & Noncapitalized								
Improvements	8,900	0	8,900			1,650	7,250	81.46%
Direct Costs for Transfer of Services	387,552	0	387,552	1,036	1,036		386,516	99.73%
Professional/Contracted Services & Operating								
Expenditures	67,912	0	67,912			14,363	53,549	78.85%
Intergovernmental Fees	3,608	0	3,608	39	39	4,809	(1,240)	-34.37%
Land Improvements	0	0	0				0	#DIV/0!
Indirect Costs	267,705	0	267,705				267,705	100.00%
Tsfer to Cafe Fund	50,394	0	50,394				50,394	100.00%
Total Expenditures	2,872,371	0	2,872,371	86,788	86,788	971,824	1,813,758	63.14%

**EARLY HEAD START
T & TA
2018/2019 BUDGET
July**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	25,983	0	25,983	0	0	0	25,983	100.00%	
Total Revenues	25,983	0	25,983	0	0	0	25,983	100.00%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	6,025	0	6,025	0	0	600	5,425	90.04%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	4,000	0	4,000	0	0	0	4,000	100.00%	
<i>Site Supplies</i>	2,025	0	2,025	0	0	0	2,025	100.00%	
Travel & Conference	10,568	0	10,568	0	0	0	10,568	100.00%	
Contracted Services	7,175	0	7,175	0	0	0	7,175	100.00%	
Indirect Costs	2,215	0	2,215	0	0	0	2,215	100.00%	
			0						
Total Expenditures	25,983	0	25,983	0	0	600	25,383	97.69%	

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT
2018/2019
July**

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ 0.21
TOTAL	<u>\$ 0.21</u>
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	<u>\$ -</u>
Amee Dowkes	
Travel/Conference	\$ -
Center Supplies	\$ 4.75
TOTAL	<u>\$ 4.75</u>
Gustavo Melgoza	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	<u>\$ -</u>
Maria Luna	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	<u>\$ -</u>
VISA Grand Total	\$ 4.96 ****
NUGGET/FOOD 4 LESS	\$ 736.06
INTERSTATE OIL	\$ 388.24
Wal Mart	\$ -
TOTAL MONTHLY EXPENDITURES:	\$ 1,129.26

**Credit card statements available upon request

**Headstart / Early Head Start
2018/2019 Fiscal Year
Administrative Percentage Calculation
July**

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	28,227.00	0.013145	\$ -	\$ -

Step 2: Calculate maximum administrative expenses allowed for 15%

Federal Share	\$ 144,187.67	All Grants
Required 20 percent NFS	\$ 36,046.92	Non Federal Share
Total Approved Costs	<u>\$ 180,234.59</u>	
15% Administrative Cost Limitation	<u>\$ 27,035.19</u>	

Step 3: Identify total administrative expenses

Dual Facility Costs	\$ -	Per Above Calculation in step 1
School Admin	\$ 14,513.39	Staff charged to Administration
General Admin	\$ 13,438.29	Indirect
Total	<u>\$ 27,951.68</u>	

Grant Expenditures	\$ 144,187.67
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 144,187.67</u>

Currently Charged Admin Costs	\$ 27,951.68
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 27,951.68</u>

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 16%

**HEAD START/EARLY HEAD START
2018/2019 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	2018	\$ 27,129.12									\$ 27,129.12
August	2018										\$ -
September	2018										\$ -
October	2018										\$ -
November	2018										\$ -
December	2018										\$ -
January	2019										\$ -
February	2019										\$ -
March	2019										\$ -
April	2019										\$ -
May	2019										\$ -
June	2018										\$ -
		\$ 27,129.12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,129.12

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of July 31, 2018	In-Kind Required
Head Start:	86,788.40	21,697.10
Head Start T & TA:	0.00	0.00
Early Head Start:	57,399.27	14,349.82
Early Head Start T & TA:	0.00	0.00
Total:	144,187.67	36,046.92

Amount Required: 36,046.92
 Actual In-Kind: 27,129.12
 *Surplus/(Deficit): (8,917.80)
 Surplus(Deficit): (8,917.80)

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

YOLO COUNTY BOARD OF EDUCATION

Letter of Transmittal to County Board

From the Superintendent

SUBJECT: Resolution No. 18-19/02, Committed Fund Balance for Pension Contributions	AGENDA ITEM #: 4.3
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Crissy Huey/Debra Hinely
<u>BACKGROUND:</u>	DATE: August 29, 2018

Attached is Resolution No. 18-19/02 Committed Fund Balance for Pension Contributions.

RECOMMENDATION/COMMENTS: For board information and action.

BOARD RESOLUTION NO. 18-19/02
COMMITTED FUND BALANCE FOR PENSION CONTRIBUTIONS

WHEREAS, the Government Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying the constraints that govern how a government entity can use amounts reported as fund balance; and

WHEREAS, the Governing Board is the highest level of decision-making authority, and has the authority to commit, assign, or evaluate existing fund balance classifications and identify the intended uses of committed or assigned funds; and

WHEREAS, the committed fund balance classification reflects amounts subject to internal constraints self-imposed by the Governing Board; and

WHEREAS, once the committed fund balance constraints are imposed, it requires the constraint to be removed by the Governing Board prior to redirecting the funds for other purposes; and

WHEREAS, the Governing Board has determined it will commit \$343,435 in FY 2018/2019 for the projected increased costs of STRS/PERS pension contributions in FY 2019/2020, and will continue to adjust committed funds in out years for future increased costs of STRS/PERS pension contributions; and

NOW, THEREFORE, be it resolved, that the Governing Board of the Yolo County Office of Education, in accordance with the provisions of GASB 54 hereby commits funding as indicated by the Committed Fund classification, and funds cannot be used for any purpose other than directed above, unless the Governing Board adopts another resolution to remove or change the constraint.

PASSED AND ADOPTED this 29th day of August, 2018, by the Governing Board of the Yolo County Office of Education, California, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Cirenio Rodriguez, President
Yolo County Board of Education

ATTEST:

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

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

SUBJECT: Resolution #18-19/05 In Support of High School Voter Weeks, September 17-28, 2018	AGENDA ITEM #: 4.4
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> POSSIBLE ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Jesse Ortiz, Ed.D.
DATE: August 29, 2018	

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 #18-19/05

In Support of High School Voter Weeks, September 17-28, 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 September 17-28, 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 August 29, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

SUBJECT: Resolution #18-19/06: School Attendance	AGENDA ITEM #: 4.5
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> POSSIBLE ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Jesse Ortiz, Ed.D.
	DATE: August 29, 2018

BACKGROUND:

Superintendent Ortiz along with the Yolo County Board of Education are putting forth a resolution to create awareness for the importance of student attendance in school.

RECOMMENDATION/COMMENTS: For information.



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

Resolution #18-19/06: School Attendance

WHEREAS, the Yolo County Board of Education (YCBE) believes that attendance is a critical element within the school system for the purpose of obtaining meaningful exposure to the core curriculum; and

WHEREAS, the YCBE believes that an opportunity lost due to an absence cannot be fully secured through other means; and

WHEREAS, the YCBE believes that individual student learning and achievement is directly related to attendance; and

WHEREAS, the YCBE believes that the development of student attendance habits will directly affect workplace attendance and reliability; and

WHEREAS, the YCBE recognizes that schools, parents and communities must work as informed, knowledgeable, and proactive partners; and

WHEREAS, expectations and consequences of school absence will be effectively shared with parents, students, and communities;

NOW, THEREFORE BE IT RESOLVED, that the Yolo County Board of Education is committed to and encourages local districts and schools to champion individual student success by having clearly defined attendance policies that maximize student achievement and mastery of core curriculum standards.

BE IT FURTHER RESOLVED, that the Yolo County Office of Education prepare and administer a campaign to heighten awareness of absenteeism including consequences and attendance expectations.

BE IT FURTHER RESOLVED, that the Yolo County Board of Education encourages and empowers teachers to adopt attendance as part of classroom-level grading policies where appropriate.

PASSED AND ADOPTED by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on August 29, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

SUBJECT: Resolution No. 18-19/07, Charter School Application for CalSTRS Activation	AGENDA ITEM #: 4.6
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Crissy Huey
<u>BACKGROUND:</u>	DATE: August 29, 2018

Attached is Resolution No. 18-19/07 Charter School Application for CalSTRS Activation for the Yolo County Career Academy.

RECOMMENDATION/COMMENTS: For board information and action.

Charter School Application for CalSTRS Activation

ES1026 (NEW 05/16)

CALSTRS

California State Teachers' Retirement System
 P.O. Box 15275, MS 17
 Sacramento, CA 95851-0275
 800-228-5453
 CalSTRS.com

Instructions

Prior to submitting contributions to CalSTRS, charter school must complete and submit the *Charter School Application for CalSTRS Activation* (ES1026) packet. Please complete all the following sections and the required documents. Email completed *Charter School Application for CalSTRS Activation* (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Section 1-A: Charter School Profile Summary

ORGANIZATION NAME (CHARTER SCHOOL NAME) Yolo County Career Academy	CHARTER SCHOOL NUMBER (SBE 4-digit no.): 1951
CORPORATION NAME (if applicable):	<input checked="" type="checkbox"/> Non Profit <input type="checkbox"/> For Profit
CHARTERING AUTHORITY: Yolo County Office of Education	
LOCAL SCHOOL DISTRICT: Yolo County Office of Education	COUNTY: Yolo
SCHOOL START DATE: August	CALSTRS COVERAGE EFFECTIVE DATE: 07/01/2018
PRE-TAX CONTRIBUTIONS EFFECTIVE DATE: (reference: EPMC form)	CHARTER TERM FISCAL YEAR PERIOD: (reference: Charter Petition/MOU/Board Minutes) FROM: 07/01/2018 TO: 06/30/2019
CONTACT NAME and TITLE: Crissy Huey Associate Superintendent, Admin Services	
CONTACT TELEPHONE: (530) 668-3719	CONTACT E-MAIL ADDRESS: Sandra.Fowles@ycoe.org
MAILING ADDRESS: 1280 Santa Anita Court, Suite 100	
CITY, STATE and ZIP CODE: Woodland, CA 95776	



OFFICIAL SIGNATURE

SIGNATURE DATE

Section 1-B: CalSTRS Contributions Report Structure

To be completed by the County Office of Education (COE) or the Authorizing District

Please select transmittal and data reporting structure of CalSTRS Contributions

<input checked="" type="checkbox"/> COE Report Unit ID (combined with authorizing COE)	Organization Code (RU ID# XX-XXX)
<input type="checkbox"/> School District Report Unit ID (combined with authorizing School District)	
<input type="checkbox"/> Charter School District Report Unit ID (combined with charter schools of the same corporation located within the same county)	
<input type="checkbox"/> New Report Unit ID (Independent from Charter School District, COE and School District)	



ES1026

Charter School Application for CalSTRS Activation



continued

Section 2: EPMC – Employer Paid Member Contributions Resolution #18-19/07

- **School Board** - Charter School's School Board or the authorizing School District's School Board.
- **County Superintendent of Schools** - County Office of Education (COE).
- **Charter School** - Charter School Name.

Whereas, the Yolo County Office of Education School Board [Yolo County Superintendent of Schools] has the authority to implement the provisions of Internal Revenue Code (IRC) section 414(h)(2); and

Whereas, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

Whereas, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

Whereas, the Yolo County Office of Education School Board [Yolo County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

- I. That the Yolo County Office of Education School Board [Yolo County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employee contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.
- II. That the contributions made by the Yolo County Career Academy Charter School [Yolo County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the Yolo County Career Academy Charter School [Yolo County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.
- III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the Yolo County Career Academy Charter School [Yolo County Superintendent of Schools] to CalSTRS.

Charter School Application for CalSTRS Activation



continued

Section 2: EPMC Resolution (continued)

- IV. That the Yolo County Career Academy Charter School [Yolo County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.
- V. That the Amount of the contributions designated as employee contributions and paid by the Yolo County Career Academy Charter School [Yolo County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.).
- VI. That the contributions designated as employee contributions made by Yolo County Career Academy Charter School [Yolo County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.
- VII. That the Yolo County Career Academy Charter School [Yolo County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of IRC section 414(h)(2) and until CalSTRS has officially notified the Yolo County Career Academy Charter School [Yolo County Superintendent of Schools] that it will accept contributions pursuant to IRC section 414(h)(2).

EPMC RESOLUTION EFFECTIVE DATE:
(must be the same as CalSTRS coverage effective date)
07/01/2018

DATE ADOPTED BY THE SCHOOL BOARD:
08/29/2018

OFFICIAL'S NAME and TITLE:

Cirenio Rodriguez, Yolo County Board President



OFFICIAL'S SIGNATURE

SIGNATURE DATE

Section 3: Charter Petition

Attach a copy of current and approved charter school petition with this packet.

CHARTER PETITION DATE:
11/28/2017

REFERENCE PAGE #:

CHARTER TERM FISCAL YEAR PERIOD:
2018/2019

REFERENCE PAGE #:

RETIREMENT BENEFITS:

REFERENCE PAGE #:

CalSTRS Social Security Other Retirement

Charter School Application for CalSTRS Activation



continued

Section 4: Support Documents (optional or upon request by CalSTRS)

Support documents are requested to confirm charter petition amendments on retirement benefits, charter term effective dates, EPMC resolution effective dates, or other significant dates and information requiring clarification from Charter School or Charter School Board.

Support documents must be complete with Officials' Signatures and Dates.

Please select support document(s) submitted with this packet.

- Board Approved Minutes
- Memorandum Of Understanding (MOU)
- Other (please specify) _____

Charter School CalSTRS Activation – Instructions

CalSTRS Offers Retirement Benefits to Charter Schools

Charter schools have the unique ability to decide whether to provide CalSTRS benefits and services to their employees.

CalSTRS offers the following benefits to members:

- Defined Benefit Program
- Defined Benefit Supplement Program
- Pension2@, a voluntary supplemental savings plan
- Cash Balance Benefit Program

Criteria for a Charter School to Elect CalSTRS

During the initial writing of a charter petition, the school can elect to participate in the State Teachers' Retirement Plan administered by CalSTRS to provide retirement benefits for their employees.

Charter schools must meet the following criteria to participate in CalSTRS retirement programs:

- Recognized as a public charter by the California Department of Education
- Elect participation in CalSTRS and enroll eligible employees
- Submit a completed Charter School CalSTRS Activation (ES1026) packet to CalSTRS confirming participation before reporting contributions
- Report contributions to CalSTRS via school district or county office of education

Laws in California Education Code for Charter Schools

- California Education Code section 47605: Provides a charter school the option of participating in CalSTRS, CalPERS or Social Security.
- California Education Code section 47611: Informs charter schools that participation in CalSTRS means that all parts of the Teachers' Retirement Law apply to them in the same manner as to other public schools.
- California Education Code section 47611.3: Requires school districts of County Offices of Education to report contributions and data to CalSTRS on behalf of charter schools.

Required Documents from Charter Schools Electing CalSTRS

Prior to accepting contributions, CalSTRS requires a completed Charter School CalSTRS Activation (ES1026) packet consisting of the following documents:

- Section 1-A: Completed Charter School Profile Summary
- Section 1-B: Reporting Structure of CalSTRS Data and Contributions
- Section 2: Completed Pre-Tax Resolution Form - Employer Paid Member Contributions (EPMC)
- Section 3. Copy of Approved Charter School Petition
- Section 4. Other Support Documents: Approved Board Minutes or MOU

Email completed Charter School CalSTRS Activation (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

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

SUBJECT: Plan for Providing Educational Services to all Expelled Pupils	AGENDA ITEM #: 4.7
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Garth Lewis
<u>BACKGROUND:</u>	DATE: August 29, 2018

Education Code § 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing education services to all expelled students in that county. The plan is to be adopted by the governing board of each school district within the county and by the county board of education, and then submitted to the State Superintendent of Public Instruction. Education Code § 48926 also specifies that the plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community school programs but fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Education Code § 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit to the State Superintendent of Public Instruction, a triennial update to that plan. The triennial updates for this cycle are due no later than June 30, 2018.

Representatives from the Yolo County Office of Education have been working in a collaborative effort with representatives of the five surrounding school districts to update the county plan. The attached county plan identifies educational options available for expelled students in the county. Educational placement options are identified for elementary students (grades K-6) and for secondary students (grades 7-12). The county plan has been approved by the respective school district board of trustees. The county plan will be monitored by district and county representatives prior to its next revisions due in June, 2021.

RECOMMENDATION/COMMENTS: For Board information. The Board will be asked to approve the plan for providing services to expelled students.

YOLO COUNTY OFFICE OF EDUCATION

**JOINT EDUCATION SERVICES PLAN FOR EXPELLED STUDENTS
WITHIN YOLO COUNTY**

JULY 1, 2018 – JUNE 30, 2021

I. INTRODUCTION

A. THE LEGAL REQUIREMENTS PERTAINING TO A COUNTY-WIDE PLAN

California Education Code Section 48926 initially required county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing education services to all expelled students in that county. The plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction. The same code section requires the county superintendent of schools, in conjunction with district superintendents in the county to update the plan every three years and submit it to the State Superintendent of Public Instruction. The next triennial update to the Countywide Plan for Provision of Educational Services to Expelled Students is due no later than June 30, 2021.

EC Section 48926 provides specifically that:

“The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.”

In 2015, the recommended content of the Countywide Plan was amended to address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices may impact any disproportionate number of minority students being suspended or expelled.

This legislation additionally directed the Superintendent of Public Education to convene a statewide group to “develop a model and study existing successful county programs and policies for the immediate transfer of educational records, uniform systems for calculating and awarding credits, transition planning, and the immediate enrollment of pupils who are being transferred from juvenile court schools.” The workgroup is directed to conduct its work and submit recommendations to the Legislature by January 1, 2016. Yolo County school districts are dedicated to reenrolling youth that are temporarily placed in a court school setting.

THREE SPECIFIC AREAS MUST BE ADDRESSED

The Countywide Plan requirements and recommendations are described below:

1. The Countywide Plan must list and describe the educational alternatives currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:
 - o Any behavioral intervention practices, at the site and district levels, and options used to:
 - Minimize the number of suspensions leading to expulsions
 - Minimize the number of expulsions being ordered
 - Support students returning from expulsions
 - o Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions. For assistance in this area, you may review recent guidance issued by the U.S. Department of Education and Justice on the U.S. Department of Education Web Page at <http://www2.ed.gov/policy/gen/guid/school-discipline>.
2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2015 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2018 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
 - o Were the strategies successful or not? Please explain why and how they were or were not successful.
 - o Were any additional strategies implemented? If so, explain why and how they were or were not successful.
 - o For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).
3. Identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board. In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in *EC* Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under *EC* Section 48926. Thus, the Countywide Plans will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

B. THE LAW REGARDING EXPULSION AND THE MAINTENANCE OF AN EDUCATIONAL PROGRAM FOR EXPELLED STUDENTS

Section 48916.1(a) which is referenced in 48926 reads:

"At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both."

II. EXISTING EDUCATIONAL ALTERNATIVES PROVIDED BY THE COUNTY OFFICE OF EDUCATION

Pupils expelled from grades K-6

Pupils who are in grades K-6 who are expelled do not have the same educational options as students in grades 7-12. Pupils in grades K-6 are also expelled at a much lower rate than pupils in grades 7-12. These two factors, together with the requirements that educational services for pupils in grades K-6 cannot be merged or combined with services to pupils in grades 7-12 and cannot include an independent study option make it very difficult to identify an educational placement for the expelled pupil in grades K-6.

Existing options for K-6 expelled pupils include:

- Suspended expulsion (at the expelling district's option).
- Application to a private school at no expense to the school district.
- Application to a district from which the pupil has not been expelled. District may accept student on a case by case basis.
- Application to Community Day School operated by the Woodland Joint Unified School District. The district may accept students on a case by case basis.
- Application to Charter Schools in or out of the County. The Charter School may accept students on a case by case basis.

None of these options are obligatory upon schools expelling pupils or receiving expelled pupils

In rare occasions, pupils in grades 4-6 who are expelled and because of the seriousness of the offense, are incarcerated in the Yolo County Juvenile Hall and receive educational services through Dan Jacobs School in the Hall.

PUPILS EXPELLED FROM GRADES 7-12

Pursuant to Education Code Section 1980, the Yolo County Office of Education offers educational alternatives to expelled pupils through its Community Schools serving pupils in grades 7-12. Students who are referred and enrolled in the program will have an Individual Learning Plan (ILP) developed with the expelled student, his/her parents and program staff. Yolo County Office of Education offers an accredited high school graduation community school program. Yolo County Office of Education programs will offer the following educational options/alternatives for expelled students 7-12:

- YCOE Community School Program for grades 7-12 in Woodland and West Sacramento.
- Application to a District from which the pupil has not been expelled. District may accept student on a case by case basis.
- Suspended expulsion (at the expelling District's option) and referring student to another school site within the District.

- Charter schools in or out of the County. The Charter School may accept students on a case by case basis.
- Application to a private school at no expense to the District.
- Dan Jacobs School located in the Yolo County Juvenile Hall serves incarcerated pupils in grades 7-12.

Presently, students placed in Yolo County Office of Education Alternative Education Program receive counseling services and close supervision by the probation department through partnership grants out of the Yolo County Office of Education or Yolo County Probation Department. Students housed in the juvenile hall (Dan Jacobs School) also receive supportive counseling services through CommuniCare and the Probation Department operated by the County of Yolo.

Community schools require the formal placement of pupils into the program through a recommendation by one of Yolo County's school districts and referral by either juvenile court or its probation department representatives' approval in accord with Education Code Section 1981c. These countywide alternatives are available to pupils who have been expelled from district programs when the district board of education determines that these programs are the most appropriate placement. Districts also have the option to suspend a student's expulsion under circumstances determined by the expelling district.

If a student enrolled in a Yolo County Office of Education Community School program and violates any of the following sections of Education code 48915, section (c),

- a) Possessing, selling, or otherwise furnishing a firearm.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance.
- d) Committing or attempting to commit a sexual assault.
- e) Possession of an explosive.

Program personnel will:

- Refer the student to the police department or probation for prosecution.
- Inform and work with the home district to find an appropriate placement.
- Inform the family of the option of attending a charter school in or out of the County.
- Offer the student the option of enrolling in the independent study program or other school program operated by the Yolo County Office of Education.

Additionally, if a student enrolled in a Yolo County Office of Education Community School program violates the following sections of Education code 48900,

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e) Committed or attempted to commit robbery or extortion.

Program personnel will:

- Refer the student to the police department or probation for prosecution.
- Inform and work with the home district to find an appropriate placement.

- Inform the family of the option of attending a charter school in or out of the County.
- Offer the student the option of enrolling in the independent study program or other school program operated by the Yolo County Office of Education.

A student may choose to enroll in a neighboring district, a charter or a private school at the parent’s expense. The charter or private school, however, is under no obligation to accept or serve the expelled student.

III. 2018 - IDENTIFIED GAPS IN SERVICES AND PROGRAMS AND STRATEGIES TO ADDRESS THEM

A. GAP #1 – Community School Referral Not Appropriate or Approved: At times, Districts may be forced to expel students with specialized academic needs best served in a Special Day classroom setting. More often than not, Community School can meet the needs of students on Individualized Education Plans. At times, however, a referral to Community School for expelled youth is not accepted for the following reasons:

- 1) The Community School program has no space for the newly referred youth
- 2) The Community school program cannot meet the educational needs of the expelled youth
- 3) The parent of the referred youth has expressly objected to the referral based on one of the following reasons:
 - Reasonable concerns related to the pupils safety
 - Geographic accessibility
 - Inability to transport
 - The school does not meet the pupils educational needs

When a community school referral is not appropriate or not approved of by the Community school screening committee for the reasons listed above, there are limited options for these youth. In these circumstances, the District of Residence is required to provide an alternative setting for these expelled youth.

GAP #1 PROGRESS UPDATE:

- 1) When all educational options available to the Community School have been exhausted, placement in a contiguous county will be explored.
- 2) Pupils have the option to apply to a private school at no expense to the school district or apply to a Charter School in or out of the County. The private school or charter school is not obligated to accept the pupil.

B. GAP #2 – Students in Grades TK-6th Grade and Grades 7 & 8: Students expelled in grades below 7th grade that are not eligible for a Community school referral have limited options. As a result, these students are not typically expelled and remain enrolled in their District of Residence requiring an extensive amount of intervention and services not standard in the school setting. Referrals can be made to county run services for counseling however, often times the families face extreme barriers to coordinate access and follow through with these recommended services. Students in Grades 7 & 8 are eligible to be referred to the Community School, but depending on enrollment numbers, students may be referred to Independent Studies as the program option.

GAP #2 PROGRESS UPDATE:

- 1) The Elementary districts will use their local alternatives in providing educational programs for their expelled youth. Yolo County continues to experience small number of pupils at-risk of expulsion from elementary schools. These small numbers continue to pose a cost prohibitive challenge to establishing a classroom for our county's expelled elementary pupils.

C. GAP #3 – Mental Health Issues: District input implied that many expulsions in recent time are often connected to behavioral actions that may be related to untreated mental health issues. Yolo County Health and Human Services recently has not had adequate staffing to provide mental health services to all students in need, particularly those who are not Medi-Cal eligible. In addition, typically the youth that requires these extensive mental health services do not have the family support or follow through to access services away from the school campus in a consistent, effective manner. At times, existing school based mental health services are not provided to the students who need it due to the limited number of staff employed to provide these services and often to a lack of Medi-Cal eligibility.

GAP #3 PROGRESS UPDATE:

Yolo County School Districts implement Schools are participating in MTSS collaborative to provide Tier 1 and 2 supports (no particular order):

The site and district teams learn what works and what does not. Some students need interventions that deal with specific academic skills or deficits. Others need motivation or organizational skills or help with appropriate classroom behavior. Thinking strategies and interventions can aid students who need motivation or organizational skills or help with appropriate classroom behavior. Thinking strategies and interventions can aid students who need help in reading, writing, math, and problem solving. A variety of different interventions may be considered. These interventions remain flexible based on individual needs and the student's response when the intervention is tried.

GAP #4 – Awarding of Partial Credit Mid Semester: Many youth in foster care or alternative education programs lose credits due to moving schools at non-traditional breaks in the school calendar. Expelled youth are another population of students who have gaps in their schooling due to the time frame put upon them by expulsion hearings in which they are not able to attend school. Yolo County districts do not have a consistent method for awarding partial credit for youth who leave their school before the end of the semester. The lack of a systematic process for awarding partial credit puts expelled, foster, homeless and delinquent youth even farther behind towards their goal of graduation.

GAP #4 PROGRESS UPDATE:

California's Partial Credit Model Policy Improving the Educational Outcomes of Foster Youth is provided in the Appendix for reference

IV. ALTERNATIVE PLACEMENTS FOR PUPILS WHO FAIL COMMUNITY DAY SCHOOL

Under Education Code Section 48660, school districts have the option to operate Community Day Schools to serve their expelled pupils. These schools must operate in accord with all regulations included in Section 48660. In the event that school districts in Yolo County elect to operate Community Day Schools, an alternative must be in place for pupils who fail their placement in district Community Day Schools.

The Community School program operated by the Yolo County Office of Education is available to pupils in grades 7-12 who have been expelled from their district of residence and have failed their placement in district operated Community Day Schools.

V. SPECIAL EDUCATION

An individual with exceptional needs, as defined in Section 56026, may be suspended or expelled from school in accordance with subsection (k) of Section 1415 of Title 20 of the United States Code, the discipline provisions contained in Sections 300.519 through 300.529 of Title 34 of the Code of Federal Regulations, and other provisions of this part that do not conflict with federal law and regulations.

A free appropriate public education for individuals with exceptional needs suspended or expelled from school shall be in accordance with paragraph (1) of subsection (a) of Section 1412 of Title 20 of the United States Code and subsection (d) of Section 300.121 of Title 34 of the Code of Federal Regulations.

The district acknowledges its responsibilities for matters involving pupils currently enrolled in any Special Education program who are being recommended for expulsion. These include:

- 1) Holding an IEP meeting during which the team addresses whether or not the misconduct was caused by, or a direct manifestation of, the pupils identified disability.
- 2) Determination as to whether the pupil had been appropriately placed at the time of the misconduct
- 3) The IEP team will also determine the appropriate Special Education services to be provided by the district during the period of expulsion. If special education services are warranted, SELPA will provide personnel to deliver Special Education services to students in alternative education settings due to expulsion.

VI. PROCESS OF REFERRAL:

The referring district shall provide the following documentation at the time of referral for enrollment:

- YCOE Community School Referral Form (Appendix)
- CSIS Number
- Expulsion Rehabilitation Plan (If applicable)
- Attendance and Discipline information
- Current transcripts and grades
- Assessment data
- IEP/504 Plan (If applicable) An IEP Meeting must be held prior to recommending a transfer to the Community School to ensure appropriate placement.

In addition, families must provide FRA a completed enrollment packet.

Once all required information is received, a new student orientation is scheduled prior to enrollment.

Expelled pupils referred to the community school from the districts are under the Rehabilitation Plan developed by the district and will be held accountable to both the district and county.

Cesar Chavez Community School will provide districts with ongoing progress reports and notification of a pupil's change of residence, termination from the program, or completion of requirements of graduation. District administrators will be provided data necessary to meet all necessary reporting requirements associated with Education Code 48916.

VI. BEST PRACTICES, AT THE SITE AND DISTRICT LEVELS, OF BEHAVIORAL INTERVENTION APPROACHES AND OPTIONS USED TO MINIMIZE THE NUMBER OF SUSPENSIONS LEADING TO EXPULSIONS, OR EXPULSIONS BEING ORDERED, AND TO SUPPORT STUDENTS RETURNING FROM EXPULSIONS.

Common throughout the best practices is that **clear expectations** for students and support from parents regarding acceptable and non-acceptable school behavior are a key component of an effective plan. Other common practices include:

1. Ongoing communication with, and involvement of, parents
2. In-house "reflection" rather than off campus suspension
3. Character education
4. Response to Intervention (RtI)
5. Student and parent signed behavior agreements at the beginning of the school year which clearly spell out consequences for specific behaviors
6. Positive administrator relationships developed with each student before discipline is needed
7. Employ a PPS-certified, LCSE school social worker
8. Weekly conflict meetings including AVID, GRIP and law enforcement
9. Positive Behavioral Interventions and Supports
10. Utilizing School Resource Officer in collaboration with Woodland Police Department
11. Professional Development for all staff in bullying prevention, cultural awareness and inclusion
12. Weekly communications class focusing on topics such as conflict resolution skills which teach students to manage their own behavior
13. Second step conflict management
14. Crisis Prevention Intervention for staff
15. Student study team meetings
16. Implementation of Second Step for grades K-2

Probation Number: _____

Yolo County Community Referral Recommendation

Name: _____ Home School: _____ Grade Level: _____ Gender: _____ Age: _____

DOB: _____ Address: _____ City, ZIP _____ Home Phone: _____ Pregnant/Teen Parent

Country of Birth: _____ If not born in the United States, the year student enrolled in a school in the United States: _____

Ethnicity: Yes, Hispanic or Latino No, not Hispanic or Latino **Race:** American Indian or Alaskan Native White Black Asian Native Hawaiian or other Pacific Islander Pacific Islander

Language spoken at home: (if not English): _____ Bilingual

Father Stepfather Name: _____ Address: _____ Phone: _____ Phone (W): _____

Mother Stepmother Name: _____ Address: _____ Phone: _____ Phone (W): _____

Other Name: _____ Address: _____ Phone: _____ Phone (W): _____

Truant: # _____ periods # _____ days Expelled: Date: _____ Re-Entry Date: _____ Reason: _____ 48915c offense

Suspension (s): # _____ Reason (s): _____ Past IEP: _____ Active IEP: _____

Gang Affiliation: _____ Alcohol/Drug Abuse: _____

Comments/Additional information regarding RISK FACTORS (Please attach relevant documentation or additional sheets if necessary)

Comments regarding SCHOOL INTERVENTIONS (Please attach relevant documentation or additional sheets if necessary)

By signing below, you are indicating the information in this recommendation to be true and factual and that you believe Community/Community Day School placement to be appropriate.

School District: _____ Recommender (print): _____ Signature: _____ Date: _____

Eligibility and approval are based on the information provided by the schools. The Probation Department accepts no responsibility relative to the accuracy of the information received via this referral should it not withstand an audit supported by written documentation.

Probation Referral to Community Schools
Court/Probation Representative: _____ Date: _____ WIC: 300 601 602 654 Attachment
Assigned Probation Officer: _____

YCOE Principal Accepting Referral: _____ Date: _____

Distribution (One Copy Each): *White-Community School Site* *Yellow-Probation Department* *Goldenrod-Referring Agency*

Yolo County Office of Education
Cesar Chavez Community School
255 West Beamer Street, Woodland, CA 95695 (530) 668-3090 Fax: (530) 662-6873
Jesse Ortiz, Ed.D., Superintendent of Schools

COMMUNITY SCHOOL EDUCATION CODE

COMMUNITY SCHOOL EDUCATION CODE

EDUCATION CODE - EDC

TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]

(Title 1 enacted by Stats. 1976, Ch. 1010.)

DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]

(Division 1 enacted by Stats. 1976, Ch. 1010.)

PART 2. COUNTY EDUCATIONAL AGENCIES [1000 - 2603]

(Part 2 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 6.5. County Community Schools [1980 - 1986]

(Chapter 6.5 added by Stats. 1977, Ch. 992.)

1980.

A county board of education may establish and maintain one or more community schools.

(Added by Stats. 1977, Ch. 992.)

1981.

The county board of education may enroll pupils in a county community school who are any of the following:

(a) Expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.

(b) (1) Referred to a county community school by a school district as a result of the recommendation by a school attendance review board. A pupil shall not be referred to a county community school by a school district pursuant to this subdivision unless the school district and the county office of education determine all of the following:

(A) The county community school has space available to enroll the pupil.

(B) The county community school meets the educational needs of the pupil.

(C) (i) The parent, guardian, or responsible adult of the pupil has not expressly objected to the referral based on one or more of the following reasons:

(I) Reasonable concerns related to the pupil's safety.

(II) Geographic accessibility.

(III) Inability to transport.

(IV) The school does not meet the pupil's educational needs.

(ii) The school district may require the objection to be in writing if it has advised the parent, guardian, or responsible adult that they may object, in writing, for one of these reasons.

(2) If the county community school recommended pursuant to paragraph (1) is not geographically accessible to the pupil, the school attendance review board shall also include in its recommendation a school option for the pupil that is geographically accessible to the pupil and meets the criteria specified in paragraph (1).

(3) If the parent, guardian, or responsible adult of the pupil objects for any of the reasons described in subclauses (I) to (IV), inclusive, of clause (i) of subparagraph (C) of paragraph (1), the school district may either address the express objection or find an alternative placement in another comprehensive or continuation school within the school district. If the school district has offered the pupil all other options, the school district may refer the pupil to the county community school.

(4) The pupil has the right to return to his or her prior school or another appropriate school within his or her school district at the end of the semester following the semester when the acts leading to referral occurred. The right to return shall continue until the end of the pupil's 18th year of age, except that a pupil with exceptional needs, consistent with Section 56041 of this code and Section 1412(a)(1)(A) of Title 20 of the United States Code, shall have the right to return until he or she turns 22 years of age.

(c) (1) (A) On probation, with or without the supervision of a probation officer and consistent with an order of a juvenile court, who are considered to be wards of the court under Sections 601 and 602 of the Welfare and Institutions Code and ordered placed pursuant to Sections 725, 729.2, and 791 of, and paragraph (2) of subdivision (a) of Section 727 of, the Welfare and Institutions Code.

(B) Under the supervision of a probation officer, with the consent of the minor and the minor's parent or guardian, pursuant to Section 654 of the Welfare and Institutions Code.

(C) Under the supervision of a probation officer pursuant to Section 726 and paragraph (3) of subdivision (a) of Section 727 of the Welfare and Institutions Code with the consent of the pupil's parent, guardian, or responsible adult appointed by the juvenile court to make educational decisions for the pupil. The enrollment of a minor covered by this paragraph in a county community school shall be consistent with paragraph (2) of subdivision (c) of Section 726 of the Welfare and Institutions Code, which provides that all educational and school placement decisions shall seek to ensure that the youth is in the least restrictive educational program, has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, and are based on the best interests of the child.

(D) Unless specifically ordered by a juvenile court, nothing in this subdivision shall be construed to conflict with the existing rights of a parent, guardian, or responsible adult appointed by the juvenile court pursuant to Section 726 of the Welfare and Institutions Code to make educational placement decisions for the minor.

(E) With respect to a pupil's enrollment in a county community school pursuant to subparagraph (B) or (C), and consistent with paragraph (2) of subdivision (c) of Section 726 of the Welfare and Institutions Code and California Rule of Court 5.651, all of the following shall apply:

(i) The attorney for, or the person holding the educational rights of, a pupil who is under the jurisdiction of the delinquency court may use the procedures set forth in California Rule of Court 5.651 to address any change of placement that results in the enrollment of the pupil in a county community school that is not his or her school of origin.

(ii) The attorney or the person holding the educational rights appointed by the court for a pupil who is under the jurisdiction of the delinquency court may, during a regularly scheduled hearing, raise any concerns with respect to whether the enrollment of the pupil in a county community school is meeting the educational needs of the pupil.

(iii) Nothing in this subparagraph is intended to limit in any way the rights or responsibilities of any person as set forth in paragraph (2) of subdivision (c) of Section 726 of the Welfare and Institutions Code and California Rule of Court 5.651.

(2) On probation or parole and not in attendance at any school, where enrollment is with the consent of the parent, guardian, or responsible adult, or the pupil, if he or she is 18 years of age or older. Nothing in this subdivision shall impact the provision of services or funding for youth up to 25 years of age pursuant to subdivision (b) of Section 1982, as that section read on September 25, 2013.

(3) Expelled for any of the reasons specified in subdivision (a) or (c) of Section 48915.

(4) Enrollment in a county community school pursuant to this subdivision shall be consistent with subdivision (b) of Section 48645.5.

(d) Pupils whose school districts of attendance, or, for pupils who do not have school districts of attendance, school districts of residence, have, at the request of the pupil's parent, guardian, or responsible adult, approved the pupil's enrollment in a county community school, subject to the following:

(1) A pupil shall not be enrolled in a county community school pursuant to this subdivision unless the school district determines that the placement will promote the educational interests of the pupil and the county community school has space available to enroll the pupil.

(2) A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately reenrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

(e) The procedures outlined in subdivisions (b) to (e), inclusive, of Section 51225.2 govern the transfer of credits, records, including special education records, and grades required pursuant to subdivision (a) of Section 48645.5 and Section 49068 when the pupil transfers to and from the county community school.

(f) For purposes of this section, "geographically accessible" means that the pupil can reasonably travel to and from the school and is able to pay for any transportation costs that are above and beyond the costs to attend his or her school of residence or prior school, whichever is farther away.

(Amended by Stats. 2014, Ch. 837, Sec. 1. Effective January 1, 2015.)

1981.5.

(a) A pupil who is involuntarily enrolled in a county community school pursuant to subdivision (a) of, or subparagraph (A) of paragraph (1) or paragraph (3) of subdivision (c) of, Section 1981 shall have the right to reenroll in his or her former school or another comprehensive school immediately after being readmitted from the expulsion order pursuant to Section 48916 or court-ordered placement. Nothing in this section is intended to limit the school placement options that a school district may recommend for a pupil being readmitted.

(b) Consistent with the process and procedures set forth in Section 48916, only the governing board of the school district that issued the initial order or subsequent order to expel may extend the duration of an expelled pupil's placement in a county community school.

(Added by Stats. 2014, Ch. 837, Sec. 3. Effective January 1, 2015.)

1983.

(a) Pupils enrolled in county community schools shall be assigned to classes or programs deemed most appropriate for reinforcing or reestablishing educational development.

(b) These classes or programs may include, but need not be limited to, basic educational skill development, on-the-job training, school credit recovery assistance, tutorial assistance, and individual guidance activities.

(c) To the extent that independent study is determined to satisfy the individually planned educational program described in subdivision (d) for a pupil attending a county community school, it shall meet all the requirements of Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 of Title 2, including the requirement that entry into that program is voluntary.

(d) An individually planned educational program based upon an educational assessment shall be prescribed for each pupil.

(e) The course of study of a county community school shall be adopted by the county board of education and shall enable each pupil to continue academic work leading to the completion of a regular high school program.

(f) Pursuant to Part 30 (commencing with Section 56000) of Division 4 of Title 2 of this code, Chapter 33 (commencing with Section 1400) of Title 20 of the United States Code, and accompanying state and federal regulatory provisions, county boards of education operating county community schools shall ensure that assessments are administered in all areas of suspected disability and appropriate services and programs, as specified in a pupil's individualized education program, are provided.

(g) County boards of education operating county community schools shall ensure that appropriate services and programs designed to address the language needs of pupils identified as English learners are provided in compliance with all applicable state and federal laws and regulatory provisions.

(Amended by Stats. 2014, Ch. 837, Sec. 4. Effective January 1, 2015.)

1984.

For the purposes of establishing and maintaining a county community school, a county board of education shall be deemed to be a school district.

(Added by Stats. 1977, Ch. 992.)

1986.

(a) The Legislature hereby recognizes that community schools are a permissive educational program.

(b) If a county superintendent of schools elects to operate a community school pursuant to this chapter, he or she shall do one or more of the following:

(1) Utilize available school facilities that conform to the requirements of Part 2 (commencing with Section 2-101), Part 3 (commencing with Section 3-089-1), Part 4 (commencing with Section 4-403), and Part 5 (commencing with Section 5-102), of Title 24 of the California Code of Regulations.

(2) Apply for emergency portable classrooms pursuant to Section 17717.2 or Chapter 25 (commencing with Section 17785) of Part 10.

(3) Enter into lease agreements provided that the facilities are limited to one of the following:

(A) Single story, wood-framed structure.

(B) Single story, light steel frame structure.

(C) A structure where a structural engineer has submitted a report that determines substantial structural hazards do not exist. The county board of education shall review the report prior to approval of the lease and may reject the report if there is any evidence of fraud regarding the facts in the report.

(c) Before entering into any lease pursuant to paragraph (3) of subdivision (b), the county superintendent of schools shall certify that all reasonable efforts have been made to locate community schools in facilities that conform to the structural safety standards listed in paragraph (1) of subdivision (b).

(d) This section shall become operative on July 1, 1990.

(Amended by Stats. 2012, Ch. 728, Sec. 21. Effective January 1, 2015)

SAMPLE DISTRICT REHABILITATION PLAN

REHABILITATION PLAN

Student: _____

The above-named student is provided this Rehabilitation Plan pursuant to Education Code section 48916. Section 48916 provides, in pertinent part, "the governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs."

REHABILITATION PLAN:

Improved Academic Performance

_____ Students shall be enrolled in an accredited/approved alternative education placement offering at least a core curriculum of Language Arts, Math, Social Studies, and Science for grade _____.

_____ Student must complete _____ credits toward high school graduation during the semester/year enrolled in an accredited alternative education placement.

_____ Student must maintain a minimum 2.0 GPA in all courses taken toward high school graduation.

Tutoring

_____ In order to meet grade level performance standards, it is *recommended* that student participate in a reading/math/study skills improvement program if offered through the accredited/approved alternative education placement or, if not available at school site, through other sources at student's own expense.

Attendance

_____ Student shall maintain a 95% actual attendance rate for the semester/year enrolled in an accredited alternative education placement.

_____ More than ten (10) days absence for any reason, excused or unexcused, shall be regarded as a violation of the rehabilitation plan.

_____ Any tardiness or period cut shall be regarded as a violation of the rehabilitation plan.

KEY TERMS

COUNTY COMMUNITY SCHOOL: Refers to an educational program offered by the county office of education under authority of Education Code Section 1980 (c). County community schools are optional programs.

DISTRICT COMMUNITY DAY SCHOOL: Refers to an educational program offered by a local school district in accordance with Education Code Section 48660 et seq. District community day schools are optional programs.

EXPULSION: Expulsion means removal of a pupil from the immediate supervision and control, or the general supervision, of school personnel, as those terms are used in Education Code Section 48900. In accordance with law, certain infractions require a board to expel a student while other infractions are optional in this regard. Please see the appendix for a more thorough discussion of the criteria for suspension/expulsion from school.

EXPULSION ORDER: Refers to the specific action of the governing board of a local school district to remove a pupil from attendance. Only a governing board can expel a student under authority described in Education Code Section 48918 (j).


INDEPENDENT STUDY: Describes an instructional approach wherein an individualized program (plan) of study is created for a student with most of the instruction occurring at home, or in the community, and not under the direct supervision of a credentialed teacher. Many independent study programs require as little as one hour of direct instruction per week with the remaining time in student self-directed study. Independent study programs are optional and, if authorized under local board policy, require parent and student approval before being utilized.

REHABILITATION PLAN: Refers to the required component within any order of expulsion that requires the board to describe a plan for rehabilitation for the expelled pupil. That plan may include, but is not limited to: a) periodic review and assessment at the time of review for readmission; b) recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and/or other rehabilitation programs; and c) with parent/guardian consent, enrollment in a county-supported drug rehabilitation program if the offense was related to controlled substances as defined in Sections 11054 to 11058, inclusive, of the Health and Safety Code, or alcohol. (Reference Education Code Section 48916.5).

SUSPENDED EXPULSION: Refers to an action by the governing board to suspend their order of expulsion under certain conditions mutually agreed to by the student, the parent/guardian, and the board. A suspended expulsion plan typically requires the student to maintain appropriate behavior and positive attendance/academic progress during what would have been the term of expulsion. The penalty for failing to adhere to such terms and conditions automatically voids the suspension and results in the original expulsion order being implemented without further review by the board. Only those expulsions for behaviors considered "less serious" may be considered for possible suspension.


JOINT EDUCATION SERVICES PLAN FOR EXPELLED YOUTH WITHIN YOLO COUNTY

This document represents the official 2018-2021 countywide Joint Education Services Plan for Expelled Students within Yolo County.




Jesse Ortiz, Ed.D., Superintendent
Yolo County Office of Education

5/14/18
Date




John A. Bowes, Ed.D., Superintendent
Davis Joint Unified School District

5/14/18
Date




Diego Ochoa, Superintendent
Esparto Unified School District

5/14/2018
Date



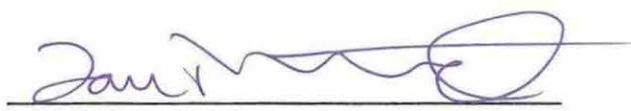
Linda Luna, Superintendent
Washington Unified School District

5/14/18
Date



Todd Cutler, Ed.D., Superintendent
Winters Joint Unified School District

5/14/18
Date



Tom Pritchard, Superintendent
Woodland Joint Unified School District

5/14/18
Date

CALIFORNIA'S PARTIAL CREDIT MODEL POLICY

IMPROVING THE EDUCATIONAL OUTCOMES OF FOSTER YOUTH

AN IMPLEMENTATION MANUAL FOR SCHOOL DISTRICTS AND CHILD WELFARE AGENCIES



JUDICIAL COUNCIL
OF CALIFORNIA



Sacramento
Office of Education
County



SENECA

**ALLIANCE
for CHILDREN'S
RIGHTS**

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MELISSA'S STORY

Melissa* is a 10th grader who dreams of attending UCLA and becoming an astronomer. She has lived in multiple foster and group homes throughout her time in foster care. As a result, Melissa attended 3 different high schools in 9th grade alone.

When Melissa's school records were collected, her social worker realized that despite passing most of her classes, Melissa was 30 credits off-track for high school graduation. Melissa's schools never issued her partial credits when she transferred mid-semester. As a result, Melissa became increasingly discouraged with school and considered dropping out.

When her social worker contacted Melissa's previous schools, the registrars and counselors stated they could not calculate, award, or accept partial credits because none had a school district policy allowing them to do so. Her social worker and AB 490 Education Liaisons worked with the school counselors and registrars by providing them the partial credit model policy and guidance on how to issue and accept partial credits. Melissa was eventually awarded an additional 25 partial credits. Today, Melissa is only 5 credits off-track for high school graduation and is working to make them up so she can fulfill her dreams of going to UCLA.

*Name of youth has been changed to protect her privacy.
Story provided by the Alliance for Children's Rights.

EDUCATIONAL OUTCOMES OF FOSTER YOUTH

California leads the nation in ensuring foster youth have equal opportunities to succeed in school. The California Legislature first provided foster youth with an educational bill of rights in 2004 by enacting Assembly Bill 490. Since then, it has continuously added to these rights. Together, these laws guarantee foster youth education stability and remove significant barriers to high school graduation, including requiring schools to award partial credits.

THE NEED FOR CHANGE: THE UNFULFILLED PROMISE OF AB 490

The real promise of these groundbreaking reforms has not yet been realized. Today, California's foster youth fare no better than their peers living in states that lack such protections. They have also worse educational outcomes than any other student population in California.

The state's various reforms have not significantly improved the educational outcomes of foster youth because the laws provide little guidance for their implementation. As a result, educators and child welfare workers have struggled to understand their intersecting responsibilities to fulfill the mandates of AB 490 and subsequent laws.

- On average, **foster youth change schools 6 times**, losing 4-6 months of learning after each transfer
- **80 percent** repeat a grade by third grade
- **Less than 20 percent** are proficient in English and **10 percent** in Math by 11th grade
- Only **40 percent** graduate high school
- Less than **3 percent** obtain a college degree
- More than **50 percent** are homeless, incarcerated, or on welfare within two years of exiting foster care

For more information on foster youth outcomes, visit WestEd.com, "The Invisible Achievement Gap" (2013).



THE OPPORTUNITY FOR CHANGE: THE PARTIAL CREDIT MODEL POLICY

In September 2013, the Child Welfare Council adopted a statewide model policy to provide guidance to school districts, county offices of education, and child welfare agencies on how to implement AB 490's partial credit mandate. This manual provides a partial credit calculation formula, explanations of the policy's provisions, and implementation tools for use by school personnel and social workers. The partial credit model policy is a product of cross-agency collaboration between the California Department of Education (CDE), California Department of Social Services (CDSS), California School Boards Association (CSBA), the Child Welfare Council, several school districts, child welfare agencies and foster youth advocates.

THE REQUIREMENT FOR CHANGE: LOCAL CONTROL FUNDING FORMULA

By successfully implementing the partial credit model policy, school districts will fulfill their obligations under AB 490 and the new Local Control Funding Formula (LCFF), and should also improve their Academic Performance Index (API) rating. The API, which ranks schools across the state, is now impacted by foster youths' educational outcomes. By adopting the new LCFF, the California Legislature reaffirmed AB 490's requirement that school districts and child welfare agencies collaborate to improve the educational outcomes of foster youth. Now, these agencies must share information necessary to identify the educational supports and services foster youth need to succeed. Using this information, school districts must develop and submit plans outlining specific goals and activities to improve the educational outcomes of foster youth. Social workers must work with schools to achieve these plans. This manual provides school districts, child welfare agencies, and their various personnel with a guide to fulfill their legal obligations to foster youth.

LOCAL CONTROL FUNDING FORMULA



- Academic Performance Index (API): Foster youth are now included as a subgroup in the statewide API. All schools and school districts with 15 or more foster youth are now held accountable for foster youths' education outcomes.
- Local Control Accountability Plan (LCAP): All school districts and County Offices of Education (COEs) must develop LCAPs that identify educational goals for foster youth, describe specific activities they will take to achieve these goals, and outline a budget to fund these activities.
- Data Sharing: CDSS must help CDE identify which students are in foster care and provide information that is helpful to meet the educational needs of these youth. CDE must share this information with school districts and COEs on a weekly basis.
- Outcome Reporting: School districts and COEs must relay education outcome, school discipline, attendance, and dropout data to CDE, which must then report this data to the Governor and Legislature biannually.

Senate Bill 97

SCHOOL STABILITY



- Foster youth have the right to remain in their school of origin if it is in their best interest, as determined by their education rights holder.
- If transferring schools is in their best interest, foster youth have the right to immediate enrollment in equivalent classes at their new school, even without normally required documentation (e.g., proof of residence, transcripts, immunization records).
- Foster youth must be enrolled in their local comprehensive school of residence, unless their education rights holder approves of another school.
- Schools must allow foster youth to access academic resources, services, and extracurricular activities, even if youth miss deadlines due to placement changes.
- Child welfare agencies must consider school stability when making placement decisions.

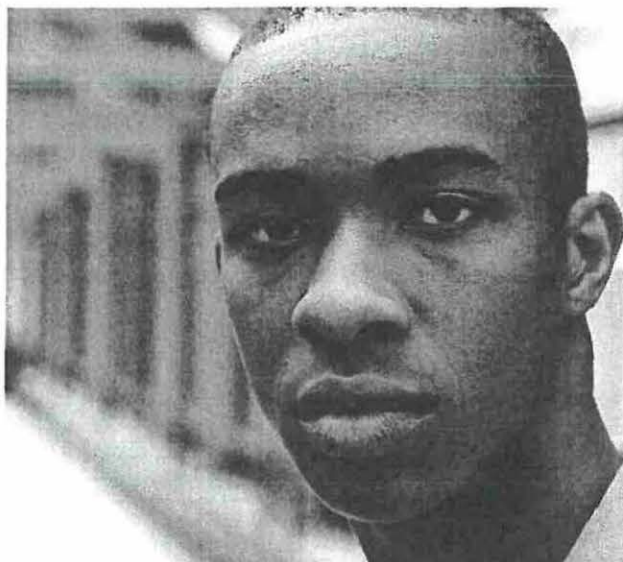
Assembly Bill 490
(Education Code §§ 48853, 48853.5)

SHARING EDUCATION RECORDS



- School districts must allow child welfare agency caseworkers, or other representatives that have legal responsibility for the protection of foster youth, to access education records without written parental consent or court order.
- Local child welfare agencies may disclose a foster youth's education records to an individual or agency that is working to address the youth's educational needs.

Assembly Bill 643
(Education Code § 49076)

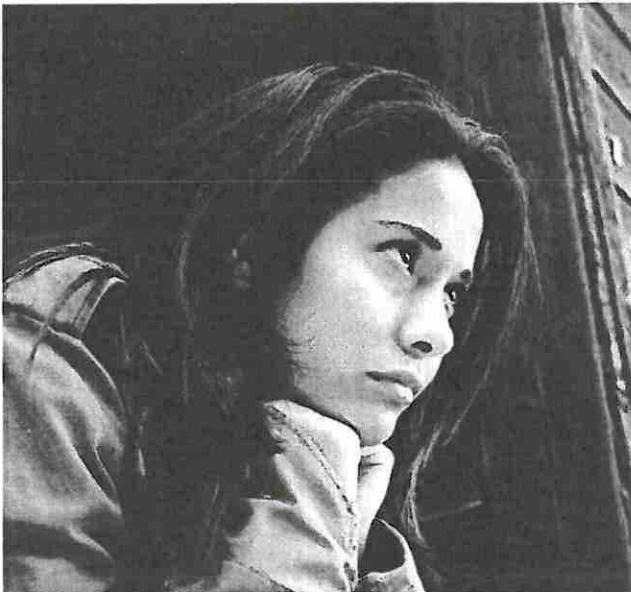


GRADES AND CREDITS



- Foster youth have a right to receive full or partial credits based on seat-time for all work satisfactorily completed before transferring schools.
- Grades cannot be lowered due to absences or gaps in enrollment caused by changes in school or home placements, attendance at court hearings, or participation in any court related activity.
- Upon receiving notification of a transfer, the sending school must issue check out grades and calculate and send credits earned on an official transcript to the receiving school within 2 business days.
- The receiving school must accept all credits, apply them to the same courses, and enroll foster youth in the same or equivalent classes as they were enrolled at the sending school.

Assembly Bill 490, Senate Bill 578
(Education Code §§ 48853.5, 49069.5, 51225.2)



HIGH SCHOOL GRADUATION



- Foster youth who transfer schools after their second year of high school may opt to graduate by completing only state requirements if they cannot reasonably complete additional local graduation requirements.
- Alternatively, foster youth also have a right to remain in high school for a 5th year to complete local graduation requirements.
- Only the education rights holder can exercise the right to graduate under AB 167/216.
- Once found eligible, foster youths' right to graduate under AB 167/216 cannot be revoked, even if their foster care case closes, they are reunified with their parents, or they transfer schools again.
- A foster youth cannot transfer schools for the sole purpose of qualifying for AB 167/216 graduation.

Assembly Bill 167/216
(Education Code § 51225.1)

PARTIAL CREDIT MODEL POLICY

Sixty percent of foster youth drop out of high school. One major barrier to high school graduation is schools' failure to issue partial credits.

In recognition of this barrier, the California Legislature enacted AB 490 in 2004, requiring school districts to calculate, award, and accept partial credits for foster youth. However, school districts have struggled to issue and accept partial credits without additional guidance.

Recognizing the need for a statewide, uniform partial credit calculation tool, the California Child Welfare Council adopted a partial credit model policy in September 2013. This policy was developed by the CDE, CDSS, CSBA, County Welfare Directors Association (CWDA), several members of the California Legislature, school districts, child welfare agencies, and foster youth advocates. CSBA is currently transforming this partial credit model policy into a Board Policy with corresponding Administrative Regulations, which school districts will be able to access through Gamut Online.

By adopting this model policy, County Offices of Education and school district boards will provide school registrars/counselors the guidance and tools needed to calculate, issue and accept partial credits for foster youth.

Calculation Formula

7 CLASS PERIODS = 0.5 CREDITS PER SUBJECT	
7-13 class periods = 0.5 credits per subject	42-48 class periods = 3 credits per subject
14-20 class periods = 1 credit per subject	49-55 class periods = 3.5 credits per subject
21-27 class periods = 1.5 credits per subject	56-62 class periods = 4.0 credits per subject
28-34 class periods = 2 credits per subject	63-69 class periods = 4.5 credits per subject
35-41 class periods = 2.5 credits per subject	70+ class periods = 5 credits per subject

Partial Credit Calculation Guidelines

Length of Class Period:

Class periods lasting 89 minutes or less count as 1 class period for purposes of calculating partial credits. Class periods lasting 90 minutes or more count as 2 class periods.

Credits Per Grading Period:

The calculation formula provides for the awarding of both 1 and 5 credits per course for each grading period because most school districts statewide utilize these credit scales. A Calculation/Conversion Table is provided on page 8, which can be used when youth transfer between school districts using differing scales. The receiving school should convert the number of credits earned to match their own system and update the youth's official transcript accordingly.

Alternative Schools:

If a foster youth is enrolled in an alternative school setting (e.g., continuation school, independent study program, or adult school), that school must issue credits according to this partial credit model policy or its approved credit plan adopted pursuant to Education Code § 51225.3(b), if such plan provides for the awarding of partial credits.

RECOMMENDED ROLES AND RESPONSIBILITIES

EDUCATION AGENCIES AND PERSONNEL	
County Offices of Education (COEs)/ School Districts	Adopt the partial credit model policy and require schools to calculate, issue, and accept partial credits for foster youth based on the calculation formulas. Train relevant personnel to use the model policy.
Sending Schools	Issue check out grades upon receiving notification that a foster youth will transfer schools. Calculate partial credits for each subject that the youth is passing as of the last day of actual attendance. Include all courses, grades, and partial credits earned on an official transcript within 2 business days of the youth's transfer (Education Code §§ 49069.5, 48853.5, and 51225.2).
Receiving Schools	When youth transfer schools mid-year, request and accept all check out grades and partial credits awarded by sending school within 2 business days of the youth's enrollment. Apply them to the same/equivalent courses on the school district's official transcript. Immediately enroll youth in same/equivalent courses so they can complete a full grading period of credits (Education Code §§ 49069.5, 48853.5, 48645.5 and 51225.2).
AB 490 Education Liaisons	Train registrars and counselors in respective school districts on how to use the partial credit model policy. Ensure that (1) sending schools properly disenroll youth and issue partial credits and check out grades on an official transcript and, (2) receiving schools properly accept partial credits and enroll youth in same/equivalent courses (Education Code § 48853.5). Provide assistance to social workers as needed to ensure timely and proper transfer of youth between schools.

CHILD WELFARE AGENCIES AND PERSONNEL	
Child Welfare Agencies	Train social workers on partial credit model policy so that they notify schools of pending transfers, properly check foster youth out of schools, and facilitate transfer of records between sending and receiving schools.
Social Workers	Before a foster youth changes schools, notify appropriate school district personnel (e.g., AB 490 Education Liaison and school registrar/counselor) of pending school transfer. Assist in checking youth out of sending school and ensure partial credits and check out grades are awarded on an official transcript. Work with receiving school to ensure partial credits are appropriately accepted and youth is placed in same/equivalent courses (Education Code § 49069.5).

COMMON CONCERNS AND QUESTIONS

Q Why are partial credits necessary for foster youth?

A School instability prevents many foster youth from earning the credits needed to graduate from high school. Most students in foster care transfer schools repeatedly, often mid-year, due to foster home placement changes. Issuing partial credits for all work satisfactorily completed ensures that foster youth are not academically penalized when they transfer schools. These credits prevent foster youth from repeating classes, thereby allowing them to take those classes needed to remain on track for high school graduation.

Q Why is a statewide, uniform partial credit policy necessary?

A While current laws require school districts to issue and accept partial credits, they do not provide uniform guidelines for carrying out these responsibilities. As a result, a majority of school districts either lack a formally adopted partial credit policy or have created policies with varying formulas for calculating partial credits. Without guidance or uniformity, many school registrars and counselors struggle to award partial credits to foster youth. A statewide, uniform partial credit model policy eliminates these complications because the same method of calculation can be used by all school districts, thereby allowing them to work together to ensure foster youth receive all credits earned.

Q How does this model policy affect school districts' responsibilities under the Local Control Funding Formula (LCFF)?

A Under Senate Bill 97 (2013), the new LCFF requires school districts and COEs to develop Local Control Accountability Plans that outline goals and strategies for improving the education outcomes of foster youth. Additionally, school districts must now report various education statistics to CDE, including foster youths' high school graduation and dropout rates. The adoption and implementation of the partial credit model policy is one simple strategy for school districts to fulfill their new responsibilities and help foster youth graduate from high school.

Q Why does the model policy use the scale of awarding 1 credit per 14 class periods?

A There is great variation among school districts' existing partial credit policies. School districts who award 5 credits per grading period issue 1 credit for anywhere between 10 and 16 class periods attended. The model policy uses the 14 class period scale because it provides an appropriate balance between two important concerns. It requires foster youth to attend an adequate number of classes to earn a full grading period of credits, while also preventing schools from penalizing foster youth for lapses in attendance when they are forced to transfer schools.

Q Why does the model policy provide for the issuance of partial credits in 0.5 credit increments?

A Many foster youth are forced to transfer schools repeatedly. The model policy requires the issuance of credits in 0.5 increments in order to reward foster youth for all work completed, particularly when they are enrolled in a school for only a short time. There are two major benefits to this scale: (1) it helps foster youth accumulate credits at the same pace as their peers, thereby increasing the odds that they will graduate on time; and (2) it motivates youth to complete assigned coursework even if they will only be enrolled in the school for a short period of time.

Q How can a school district that does not issue 5 credits per grading period per course utilize this model policy?

A The model policy is based on a 5 credit per grading period scale because an overwhelming majority of California's school districts use this scale. However, school districts that issue more or fewer credits each grading period can use this model policy by adapting the calculation formula to make it compatible with their credit scales. The Calculation/Conversion Table on page 8 can be used as a guide to convert partial credits when foster youth transfer between school districts using 1 and 5 credit per grading period scales.

Q Why is the model policy based on instructional seat time instead of a substantive assessment of students' mastery of course curriculum?

A Sending schools must use seat time to calculate partial credits. Educ. Code § 49069.5. Receiving schools must accept all partial credits issued by a sending school. Educ. Code § 51225.2. Therefore, the law precludes receiving schools from requiring foster youth to pass a separate assessment to demonstrate their mastery of course curriculum before honoring previously issued partial credits. The model policy is designed to conform to these legal requirements.

Q How can school districts use this model policy if their Student Information Systems (SIS) do not allow for the input of partial credits?

A Every school district has an existing legal responsibility to issue and accept partial credits for foster youth when they transfer schools. School districts must use a SIS that allows school registrars/counselors to input partial credits onto an official transcript. Pupil services personnel should work with their school districts' relevant technology department (e.g., Student Information System Unit) to update their SIS system to allow for the input of partial credits onto official transcripts. Failure to issue partial credits could expose school districts to potential legal liability.

PARTIAL CREDIT MODEL POLICY IMPLEMENTATION PROCEDURES AND TOOLS

CALCULATION FORMULAS AND GUIDELINES

More than sixty percent of foster youth drop out of high school. One major barrier to high school graduation is schools' failure to issue partial credits. Foster youth have a right to partial credits for all work satisfactorily completed before transferring schools under Education Code Sections 49069.5 and 51225.2.

Schools should use either the Calculation Formulas or Calculation/Conversion Table below to determine how many partial credits should be awarded based on seat time.

Calculation Formulas

# OF CREDITS/ GRADING PERIOD	# OF CREDITS EARNED PER 7 CLASS PERIODS ATTENDED	CALCULATION FORMULA
5 credits	0.5 credits per subject	# of class periods attended ÷ 14 (rounded down to nearest .5 credit)
1 credit	0.1 credits per subject	# of class periods attended ÷ 70 (rounded down to nearest .1 credit)

Calculation/Conversion Table

# OF CLASS PERIODS ATTENDED PER SUBJECT	# OF CREDITS EARNED	
	.5 CREDIT/GRADING PERIOD	1 CREDIT/GRADING PERIOD
7-13	.5 Credits	0.1 Credits
14-20	1.0 Credit	0.2 Credits
21-27	1.5 Credits	0.3 Credits
28-34	2.0 Credits	0.4 Credits
35-41	2.5 Credits	0.5 Credits
42-48	3.0 Credits	0.6 Credits
49-55	3.5 Credits	0.7 Credits
56-62	4.0 Credits	0.8 Credits
63-69	4.5 Credits	0.9 Credits
70+	5.0 Credits	1.0 Credit

Calculation Guidelines

- **Length of Class Periods:** Class periods lasting 89 minutes or less count as 1 class period for purposes of calculating partial credits. Class periods lasting 90 minutes or more count as two class periods.
- **Sending School Responsibilities:** Issue check out grades upon receiving notification that a foster youth will transfer schools. Calculate partial credits for each subject that the youth is passing as of the last day of actual attendance. Include all courses, grades, and partial credits earned on an official transcript within 2 business days of notification of the youth's transfer.
- **Receiving School Responsibilities:** When youth transfer schools mid-year, request and accept all check out grades and partial credits awarded by sending school within 2 business days of the youth's enrollment. Apply them to the same/equivalent courses on the school district's official transcript. Immediately enroll youth in same/equivalent courses so they can complete a full grading period of credits.
- **Credit Scale:** If the sending school uses a different scale than the receiving school, then the sending school should calculate and issue partial credits according its own scale. The receiving school can convert the number of credits earned to match their own credit scale by using the above Calculation/Conversion Table.

SCHOOL REGISTRAR/COUNSELOR PROCEDURES FOR AWARDING PARTIAL CREDITS

SENDING SCHOOL

STEP 1

Gather a list of all classes the youth is currently enrolled in and the corresponding graduation requirements. Inform each teacher of youth's impending transfer and anticipated last day of attendance.

STEP 2

Ensure teachers issue final grades based on all work completed as of the youth's last day of actual attendance.

****A foster youth's grades may not be lowered because of absences caused by placement changes. If a youth was not properly disenrolled on their last day of actual attendance, the registrar/counselor should ensure that teachers do not penalize them for these additional absences.**

STEP 3

Gather the youth's daily attendance record for each class and total the number of periods attended per class.

STEP 4

For each class the youth was receiving a passing grade, use the Calculation Formulas or Calculation/Conversion Table on page 8 to determine how many credits were earned based on the number of class periods attended and the length of each class period.

****If a class period is longer than 90 minutes, each period attended equals two periods for purposes of calculating partial credits.**

STEP 5

Complete the Student Withdrawal Report (see page 13), including the partial credit log, and add all grades and credits earned to the youth's official transcript within 2 business days of transfer.

STEP 6

Complete and forward Sending School Cover Letter (see page 14), Student Withdrawal Report, and official transcript to receiving school within 2 business days of receiving school's request for records.

Sample Partial Credit Log

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

COURSE NAME	CORRESPONDING GRADUATION REQUIREMENT	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED

SCHOOL REGISTRAR/COUNSELOR PROCEDURES FOR AWARDING PARTIAL CREDITS

RECEIVING SCHOOL

STEP 1

Request all records from sending school within 2 business days of a foster youth's enrollment.

**If sending school does not provide records within 2 business days, contact them and/or their AB 490 Education Liaison to request the immediate transfer of records. Contact youth's social worker to help facilitate gathering of check out grades and partial credits.

STEP 2

Review Student Withdrawal Report and official transcript to determine whether sending school issued partial credits and check out grades for all classes in which the youth was enrolled.

STEP 3

If missing any check out grades or partial credits, send the Receiving School Partial Credit Request Letter to the sending school (see page 15).

STEP 4

If partial credits were issued by a sending school using a different credit scale (e.g., 1 credit per grading period, rather than 5 credits), use the Calculation/Conversion Table on page 8 to convert those credits to align with the receiving school's credit scale.

STEP 5

When transferring all grades and credits earned from previous high schools to the receiving school district's official transcript, include all check out grades and partial credits issued by the sending school, applying them to the same/equivalent courses.

**If the sending school considered a class as satisfying a state graduation requirement, the receiving school must apply the partial credits to the same/equivalent course. The receiving school may not count core class credits as elective credits.

STEP 6

Enroll youth in the same/equivalent classes as those attended at the sending school. If unclear as to which class is equivalent, contact sending school's registrar and ask for clarification. The receiving school may request a written description or syllabus for any such class.

**If sending school cannot offer clarification, the receiving school registrar/counselor can also review the UC Doorways website (www.ucop.edu/doorways), which provides A-G course listings for thousands of California's schools. These course lists may provide additional information that can be useful in determining equivalency.



FREQUENTLY ASKED QUESTIONS FOR SCHOOL REGISTRARS/COUNSELORS

Q If a school district has not yet adopted this model policy, can a registrar/counselor still use these guidelines?

A Yes. Schools have a legal obligation pursuant to Education Code Sections 49069.5 and 51225.2 to calculate, issue, and accept partial credits, even if their school district boards have not yet adopted a partial credit policy. The model policy provides guidelines for fulfilling these obligations and has been approved and endorsed by several state entities, including CDE and CSBA. School registrars/counselors should contact their school districts' AB 490 Education Liaison or the Superintendent's Office if they have any questions regarding the use of this model policy.

Q What is a check out grade?

A A check out grade is the final grade issued by an individual teacher based on the youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. A check out grade must be issued as a letter grade (A, B, C, D, or F) and then added to the Student Withdrawal Report and an official transcript. A list of assignments/exams and their corresponding individual grades given throughout the grading period does not qualify as a check out grade. Teachers may not lower a foster youth's grade because of absences due to court attendance, participation in court ordered activities, or changes in placement.

Q If the receiving school requires a higher minimum grade to pass a course (C v. D), does the model policy allow the school to accept only the credits for courses in which the youth received the higher grade?

A No. Once a sending school issues partial credits, the receiving school must accept those credits and count them towards the same/equivalent courses. Educ. Code § 51225.2. Therefore, receiving schools should honor the grades issued by sending schools, even if those grades do not satisfy their minimum passing grade standards. For example, if the receiving school requires students to earn at least a C to pass a course, it should follow the sending school's grading standards, and must accept all partial credits, regardless of the corresponding grade. Receiving schools cannot require youth to retake any portion of a course previously passed at another school, as it would inappropriately penalize them for school transfers caused by foster home placement changes. However, receiving schools may require youth to satisfy the higher passing grade standard for any of the classes they enroll in at their school.

Q If the receiving school does not offer the same/equivalent course during the current grading period, can the registrar/counselor count the partial credits as elective credits and require the youth to retake the entire course during a different grading period?

A No, if it would prevent the youth from completing all graduation requirements by the end of their fourth year of high school. Educ. Code § 51225.2(d). If the receiving school does not currently offer the same/equivalent course, it should first attempt to enroll the youth in another course that satisfies the same graduation requirement (e.g., Physics v. Earth Science, which are both Physical Sciences). If such a course is not available, the receiving school should enroll the youth in a course within the same subject area (e.g., another Science such as Biology). Under no circumstances may the receiving school count core class partial credits as elective credits or enroll the youth in all elective courses.

Additionally, the receiving school should work with the education rights holder to determine the appropriateness of concurrent enrollment so the youth can complete a full grading period of credits for previously enrolled courses not offered at the receiving school. Concurrent enrollment requires enrollment in both the local comprehensive school and a continuation, online, or independent study program. California law requires schools to obtain the permission of an education rights holder (parents or individual appointed by the juvenile court) before enrolling a youth in such alternative programs. Educ. Code § 48853.

Q If a youth transfers from a school with trimesters to a school with semesters, or vice versa, how can the model policy be used?


A Sending and receiving schools should issue and accept partial credits according to this model policy, regardless of how the academic calendar is divided. When enrolling youth in the same/equivalent courses, every effort should be made to assist youth in completing a full grading period of credits. However, transfers between schools with semester and trimester schedules pose complications because enrolling youth in the same/equivalent courses may require them to either skip or repeat curriculum content. The recommended course of action to help manage these complications is:


- **Semester to Trimester Calendar:** Trimesters have a condensed grading period, requiring curriculum to be covered at a faster pace. When students transfer from a semester to trimester schedule, they miss significant portions of the curriculum. This may cause problems in courses such as Math where students' success later in the course requires mastery of previously taught concepts.


FREQUENTLY ASKED QUESTIONS FOR SCHOOL REGISTRARS/COUNSELORS


Receiving schools should enroll youth in the same/ equivalent courses and provide them with tutoring to help close knowledge gaps. If a youth cannot earn a full grading period of credits, the receiving school should work with the education rights holder to determine the appropriateness of concurrent enrollment in both the local comprehensive school and a continuation, online, or independent study program so the youth can complete any additional partial credits needed. California law requires schools to obtain the permission of an education rights holder (parents or individual appointed by the juvenile court) before enrolling a youth in such programs. Educ. Code § 48853.


- **Trimester to Semester Calendar:** Youth at schools with trimester schedules generally take fewer courses per grading period than those following semester schedules (e.g., 4 v. 7 courses). When transferring to a semester-based school, youth must be placed in more courses than they were previously enrolled. In these additional classes, they will have missed the first portion of the curriculum. For these classes, the schools should follow the same course of action described above regarding tutoring to fill knowledge gaps and concurrent enrollment to make up additional credits.


 If youth transfer between schools with different academic calendars (e.g., sending school started in September, receiving school started in August) or experience lapses in attendance when not immediately enrolled, can receiving schools require youth to complete additional assignments to make up for the missed coursework?

 No. Requiring youth to make up assignments given while they were not enrolled would penalize them for school transfers caused by their foster care status. Foster youth should be granted partial credits with corresponding check out grades for the period of enrollment at the sending school. When they arrive at the receiving school, they should be graded only on the work assigned in their new classes for the remainder of the grading period. Accordingly, they should be given a separate grade with corresponding partial credits for these new classes. Receiving schools should provide foster youth with tutors to help close knowledge gaps, but teachers may not reduce their grades for work assigned before they were enrolled.

 If the receiving school enrolls a youth in the same/ equivalent courses, should they remove the check out grades and partial credits from the sending school's official transcript and provide the youth with cumulative grades and credits for the entire grading period?

 No. The receiving school should transfer all previously issued credits and grades to their school district's official transcript, including the sending school's partial credits and check out grades. At the end of the current grading period, the receiving school should issue final grades based on all coursework assigned after the transfer. These grades and corresponding partial credits must be added to the youth's final transcript. The grades from the receiving and sending schools should not be combined or averaged even if they are for the same classes.

 If the school district's Student Information System (SIS) does not allow for the input of partial credits on an official transcript, can a registrar/counselor compensate a foster youth by encouraging them to graduate under AB 167/216 instead?

 No. Every school has a legal responsibility to issue and accept partial credits for foster youth when they transfer schools. Educ. Code §§ 48645.5, 49069.5, 51225.2. The law does not provide an exception for schools that do not have an SIS that allows for the input of partial credits. Registrars/counselors should contact the school district's AB 490 Education Liaison and Pupil Services Department and inform them of the need to update the SIS to allow for the input of partial credits onto official transcripts.

AB 167/216 allows foster youth who transfer after their second year of high school to graduate by completing minimum state graduation requirements if they cannot reasonably complete local graduation requirements. Only the education rights holder (parents or an individual appointed by the juvenile court) can decide whether a foster youth should graduate under AB 167/216. Schools cannot encourage foster youth to graduate under AB 167/216 to compensate for their failure to issue partial credits. Foster youth must be given an equal opportunity to fulfill all high school graduation and college entrance requirements.

STUDENT WITHDRAWAL REPORT

School Name: _____
 School District: _____
 Phone Number: _____
 Registrar/Counselor Name: _____

Student Name: _____			
Date of Birth: _____	Age: _____	Gender: _____	Grade: _____
Student State ID #: _____		Permanent ID #: _____	
Enrollment Date: _____	Withdrawal Date: _____	Last Day Attended: _____	

Reason for Withdrawing: _____

Next School/District: _____

Partial Credit Log

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period (in min.)	# of Credits Earned

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. Foster youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities. Teachers should be informed of the last day of actual attendance so that they may issue proper check out grades.

Teacher Comments

Teachers can provide additional information that may be useful for the youth's teachers at the new school, including information on the strengths and weaknesses of the youth.

Course	Teacher Name	Comments

Signature of School Registrar/Counselor: _____

Date Official Transcript Issued: _____



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SENDING SCHOOL COVER LETTER

Date: _____

TO: Registrar/Counselor: _____

School: _____

Address: _____

Re: **Check Out Grades and Partial Credits**

Student Name: _____

D.O.B.: _____

Dear Registrar/Counselor _____:

Please be advised that _____, a foster youth, recently transferred from _____
NAME OF STUDENT *SENDING SCHOOL*
to your school. Pursuant to Education Code Section 49069.5, our school compiled a list of the check out grades and partial credits the student earned and included them on an official transcript, which is attached to this letter. Our school provides students with (circle one) **1.0 / 5.0** credits per course per (circle one) **semester/trimester**. Our school district policy requires schools to award foster youth (circle one) **0.1 / 0.5** credits per 7 class periods attended for each course the youth was passing on their last day of actual attendance.

The attached Student Withdrawal Report provides a list of the courses the student was enrolled in, the corresponding graduation requirements, check out grades, number of class periods attended and the number of partial credits earned. The check out grades and partial credits have been added onto the youth's official transcript. Under Education Code Section 51225.2, your school has a responsibility to accept these partial credits and apply them to the same or equivalent courses. Therefore, we hope that your school's registrar/counselor finds this information useful when enrolling the student in classes. We look forward to working with you to ensure that the student's transfer to your school is successful.

If you need any additional information regarding classes, grades, or partial credits, please contact me at _____
_____.

Sincerely,

School Registrar/Counselor

Enclosed: Student Withdrawal Report
Official Transcript



Get a copy of this form online at www.kids-alliance.org/partialcredits

RECEIVING SCHOOL PARTIAL CREDIT REQUEST LETTER

Date: _____

TO: Registrar/Counselor: _____

School: _____

Address: _____

Re: **Check Out Grades and Partial Credits Request**

Student Name: _____

D.O.B.: _____

Dear Registrar/Counselor _____:

Please be advised that _____, a foster youth, recently enrolled in _____.

NAME OF STUDENT

RECEIVING SCHOOL

Following the student's enrollment, we sent a records request to _____ on _____.

SENDING SCHOOL

DATE

After reviewing the student's records, it appears that your school did not include check out grades and partial credits on the official transcript provided to our school.

Pursuant to Education Code Sections 48853.5 and 49069.5, sending school districts have a responsibility to award partial or full credit to foster youth for all work satisfactorily completed while in attendance, enter them onto an official transcript, and forward the updated transcript to the student's new school within 2 business days. In order to ensure that we enroll the student in the appropriate courses, we request that you work with the student's previous teachers and your school's registrar to determine the appropriate check out grades and partial credits.

Please compile, complete and forward to our school an updated transcript for the student, which includes all check out grades and partial credits. We look forward to working with you to ensure that the student receives the support he/she needs to succeed in school.

If you have any questions, please contact me at _____ or your district's AB 490 Education Liaison.

Thank you in advance for your assistance.

Sincerely,

School Registrar/Counselor



Get a copy of this form online at www.kids-alliance.org/partialcredits

SOCIAL WORKER PROCEDURES FOR ENSURING PROPER CHECK OUT AND ENROLLMENT OF FOSTER YOUTH

Sixty percent of foster youth drop out of high school. One major barrier to high school graduation is schools' failure to issue partial credits.

California law requires school districts to calculate, award, and accept partial credits for foster youth. Educ. Code §§ 48645.5, 49069.5, 51225.2. Despite these laws, school districts have struggled to fulfill these obligations because they lack guidance regarding how to issue and accept partial credits.

Social workers play a critical role in ensuring foster youth receive the partial credits they have earned. Education Code Section 49069.5 requires social workers to oversee the proper check out and enrollment of foster youth who transfer schools.

STEP 1

Once the youth's education rights holder determines it is in the youth's best interest to transfer schools, notify the sending school of the date the youth will be transferring and of their responsibility to properly issue partial credits.

****Provide sending school with a copy of "School Registrar/Counselor Procedures for Awarding Partial Credits"**

STEP 2

On date of transfer, work with sending school registrar/counselor to properly disenroll youth and complete the Social Worker Disenrollment Form (see page 20). Ensure that all check out grades and partial credits are issued and included on an updated official transcript.

****If the sending school fails to issue check out grades or partial credits within 2 business days of transfer, send Social Worker Partial Credit Request Letter (see page 19) to sending school. Contact sending school district's AB 490 Education Liaison for additional assistance.**

STEP 3

Review official transcript with the sending school's registrar/counselor and make note on Social Worker Disenrollment Form of corresponding graduation requirement for each course the youth was enrolled in prior to the transfer. Request course descriptions and/or syllabi for any courses with an ambiguous title.

STEP 4

On date of transfer, immediately enroll youth in receiving school, provide a copy of the official transcript, including check out grades and partial credits, and ensure registrar/counselor requests additional records from sending school. Work with sending school to ensure the timely transfer of records to receiving school. If social worker has copies of any previous school records, provide them to receiving school.

STEP 5


Work with school registrar/counselor to ensure that all check out grades and partial credits are accepted, transferred to the receiving school's official transcript, and applied to the same/equivalent courses. If the sending and receiving schools use different credit scales (e.g., issue 1 v. 5 credits per grading period), ensure that partial credits are properly converted using the Calculation/Conversion Table on page 8.


****Many schools count partial credits earned in core classes as electives, instead of applying them to core graduation requirements. Social workers can ensure that partial credits are appropriately applied to graduation requirements by providing the receiving registrar/counselor with information collected from the sending school, including notes about corresponding graduation requirements, and any course descriptions or syllabi.**

STEP 6

Work with receiving school registrar/counselor to ensure that youth is enrolled in the same/equivalent courses as those taken at sending school. If same/equivalent course is not currently offered at the receiving school, work with the registrar/counselor to enroll youth in another course that satisfies the same graduation requirement (e.g., if school does not offer Biology, enroll youth in Genetics, another Life Science). If such a course is not available, enroll the youth in another course within the same subject area (e.g., if school does not offer any life science course enroll youth in another science course). In such cases, use available tutoring resources to ensure that the youth has the support needed to pass the course.


FREQUENTLY ASKED QUESTIONS FOR SOCIAL WORKERS


 What role does the social worker have in determining whether it is in foster youths' best interest to transfer schools?

 When a foster youth's home placement changes, the education rights holder is legally responsible for determining whether or not the youth should transfer schools or remain in their school of origin. Educ. Code § 48853.5. The education rights holder is either the biological parent(s), or if their rights have been limited, a person appointed by the juvenile court via the JV-535 court form. The education rights holder makes this decision based on what is in the youth's best interest. The social worker may help the education rights holder consider: (1) wishes/needs of the youth; (2) distance between foster home and school of origin; (3) timing of the school transfer (e.g., end of the semester); and (4) strength of the youth's connection to the school of origin.


Particular attention should be paid to whether the potential receiving school follows a different academic calendar (trimesters v. semesters) than the sending school because this will significantly impact the youth's ability to complete their current courses. If the education rights holder determines it is in the youth's best interest to transfer schools, the social worker should make every effort to enroll the youth in a school that follows a similar academic calendar.

If the education rights holder is the previous foster parent, the social worker should identify a new, appropriate person to make education decisions for the youth. The current education rights holder retains authority and must continue to make education decisions for the youth until the dependency court appoints a new person.


 Why should social workers be concerned with partial credits if it is the school's responsibility to issue and accept these credits?

 Social workers are legally responsible for overseeing the transfer of foster youth between schools, including the proper issuance and acceptance of partial credits. Educ. Code § 49069.5. When social workers make home placement decisions, they should immediately contact education rights holders, who will determine if it is in the youths' best interest to transfer schools. If the youth transfers schools, the social worker has primary responsibility to work with the sending school to disenroll the youth, ensuring that check out grades and partial credits are issued on an official transcript. They then work with the receiving school to ensure it properly enrolls the youth, accepts all partial credits, and places the youth in the same/equivalent courses. In fulfilling these obligations, the social worker plays a critical role in linking sending and receiving schools so they share necessary information in a timely manner and confirming that partial credits are properly issued and accepted.


 How do social workers disenroll a foster youth from school?

 Every school district has different disenrollment procedures that social workers and education rights holders should coordinate to complete. On the day of transfer, they should meet with the sending school registrar/counselor, bringing proper identification (e.g., county identification and proof of education rights (JV-535)). All disenrollment paperwork should be completed. Working with the registrar/counselor, social workers should complete the Social Worker Disenrollment Form (see page 20). They should also gather information regarding corresponding graduation requirements for each course listed on the transcript. Before leaving the sending school, social workers should obtain a copy of youths' check out grades, attendance log, and official transcript, including partial credits. These documents are necessary to ensure that partial credits are accurately calculated. Social workers should tell registrar/counselor at sending school the name and contact information for the receiving school.


 What is a check out grade?


 A check out grade is the final grade issued by an individual teacher based on the youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. A check out grade should be issued as a letter grade (A, B, C, D, or F) and then added to the Student Withdrawal Report and an official transcript. Social workers should also note check out grades on the Social Worker Disenrollment Form (see page 20). A list of assignments/exams and corresponding individual grades given throughout the grading period does not qualify as a check out grade. Teachers may not lower a foster youth's grade because of absences due to court attendance, participation in court ordered activities, or changes in placement.


 How does a social worker determine if a foster youth was correctly issued partial credits?


 The three most important documents needed to calculate partial credits are the (1) attendance log, (2) Student Withdrawal Form (which lists check out grades), and (3) official transcript. For each passing grade listed on the Social Worker Disenrollment Form (see page 20), the social worker should count up the number of periods attended on the attendance log and use the Calculation/Conversion Table on page 8 to determine the number of credits earned. Using this information, the social worker should check the official transcript to verify that all check out grades and credits were properly issued. If they were not, the social worker should return to the sending school and request that the registrar/counselor immediately issue an updated official transcript with the correct check out grades and credits.

FREQUENTLY ASKED QUESTIONS FOR SOCIAL WORKERS

 Who can social workers contact for assistance if a school registrar/counselor refuses to issue and/or accept partial credits?

 Social workers should first contact the school district's AB 490 Education Liaison, who is responsible for assisting foster youth in the enrollment and transfer process. If the AB 490 Education Liaison cannot solve the issue, the social worker can contact the Director of Pupil Services or Superintendent of the school district for support and inform the juvenile court of the difficulties. It may be necessary to follow up with schools and/or make multiple requests for the issuance/acceptance of partial credits because many school registrars/counselors may be unaware of the process for issuing and accepting partial credits.

 If the receiving school requires a higher minimum grade to pass a course (C v. D), does the model policy allow the school to accept only the credits for courses in which the youth received the higher grade?

 No. Once a sending school issues partial credits, the receiving school should accept those credits and count them towards the same/equivalent courses. Educ. Code § 51225.2. Therefore, receiving schools should honor the grades and credits issued by sending schools, even if those grades do not satisfy their minimum passing grade standards. For example, if the receiving school requires students to earn at least a C to pass a course, it should follow the sending school's grading standards, and must accept all partial credits, regardless of the corresponding grade. Receiving schools cannot require youth to retake any portion of a course previously passed at another school, as it would inappropriately penalize them for school transfers caused by foster home placement changes. However, receiving schools may require youth to satisfy the higher passing grade standard for any of the classes they enroll in at their school.

SOCIAL WORKER PARTIAL CREDIT REQUEST LETTER

Date: _____

TO: Registrar/Counselor: _____

School: _____

Address: _____

Re: **Check Out Grades and Partial Credits Request**

Student Name: _____ D.O.B.: _____

Dear Registrar/Counselor _____:

Please be advised that I am the social worker for _____, a foster youth. The student recently transferred out of your school. After reviewing the student's transcripts, it appears that your school did not award check out grades and partial credits that he/she earned while enrolled at your school.

Pursuant to Education Code Section 49069.5, it is your school's responsibility to award check out grades and full or partial credits to foster youth for all work satisfactorily completed before transferring. These check out grades and credits must also be forwarded to the student's new school within 2 business days. *Educ. Code § 48853.5*. When calculating check out grades and credits, it is important to note that the student's grades may not be lowered due to absences caused by a change in home placement, attendance at a court hearing, or other court-ordered activity. *Educ. Code § 49069.5*.

Please compile, complete, and forward a correct and updated official transcript, including check out grades and partial credits to the student's new school, _____ and email or fax a copy to my office at _____. To assist your school in this process, I have attached California's partial credit model policy for calculating and issuing partial credits.

These credits and grades are needed to ensure that the student is enrolled in the appropriate classes at his/her new school and remains on track for high school graduation. If you have any questions, please contact me at _____.

Thank you in advance for your assistance.

Sincerely,

Social Worker

Enclosed: Partial Credit Model Policy



Get a copy of this form online at www.kids-alliance.org/partialcredits

SOCIAL WORKER DISENROLLMENT FORM

Student Identification Information

Student Name: _____	Court Case Number: _____
Date of Birth: _____	Age: _____
Gender: _____	Grade: _____
Education Rights Holder Name: _____	Contact Number: _____
Caregiver Name: _____	Contact Number: _____

Sending School Information

School Name/District: _____	Counselor/Registrar Name: _____
Enrollment Date: _____	Withdrawal Date: _____
Last Day of Actual Attendance: _____	
Reason for School Transfer: _____	
Date Education Rights Holder Approved Transfer: _____	Date Official Transcript Provided: _____

Partial Credit Log

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period (in min.)	# of Credits Earned

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. Foster youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities.

NOTES: _____

Receiving School Information

School Name/District: _____	Enrollment Date: _____
School Registrar/Counselor: _____	Phone Number: _____
Courses student enrolled in: _____	



Get a copy of this form online at www.kids-alliance.org/partialcredits

THE PARTIAL CREDIT MODEL POLICY IN ACTION

Melissa has lived in multiple foster and group homes throughout her time in foster care. As a result, Melissa attended 3 different high schools during 9th grade.

When Melissa's school records were collected, her social worker realized that despite passing most of her classes, Melissa was 30 credits off-track for high school graduation. Melissa's schools had never issued her partial credits when she transferred mid-semester. When her social worker went back to Melissa's previous schools, the registrars and counselors stated they could not calculate, award, or accept partial credits because none had a school district policy allowing them to do so. By using the partial credit model policy, the schools eventually issued Melissa a total of 25 partial credits.

SCHOOL 1: Palm Beach High School

Melissa started 9th grade at Palm Beach High School, which has semester-long grading periods. Students enroll in 6 courses per semester and can earn 5 credits per course. Melissa transferred to Springfield High School in the middle of her Fall semester. When she transferred, her social worker and education rights holder failed to properly disenroll her from Palm Beach High School and she was not awarded partial credits. Springfield High School never sent a request for school records because it had no information regarding Melissa's previous schools. When her social worker later realized this error, she sent the school registrar at Palm Beach High School the Social Worker Partial Credit Request Letter. Palm Beach then filled out the attached **Student Withdrawal Report** (see page 24), which included the below partial credit log and issued Melissa 11 partial credits on her official transcript.

Partial Credit Log: School 1

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

COURSE NAME	CORRESPONDING GRADUATION REQUIREMENT	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED
Algebra 1A	Math (Algebra I)	B	40	62 min.	2.5 credits
English 9	English	B+	32	62 min.	2.0 credits
World Regional Geography	World History	B-	31	62 min.	2.0 credits
Biological Sciences	Life Science	F	18	62 min.	0.0 credits
Intro to Spanish	Foreign Language	C	28	62 min.	2.0 credits
Physical Education 9	Physical Education	A-	37	62 min.	2.5 credits

THE PARTIAL CREDIT MODEL POLICY IN ACTION

SCHOOL 2: Springfield High School

Melissa spent two weeks out of school when Springfield High School initially refused to enroll her because her new foster parents did not have her school transcripts or immunization records. The school registrar eventually enrolled Melissa when her social worker insisted that she had a right to immediate enrollment under AB 490, even without those documents. Springfield High School enrolled Melissa in different classes than those she attended before her transfer, because Palm Beach High School never forwarded her records. Melissa could not provide enough information for the registrar to determine same/equivalent courses. Springfield High School follows a block schedule, with each period lasting 105 minutes. Students enroll in 6 courses per semester and can earn 5 credits per course.

Melissa transferred to Wagner Preparatory High School in the middle of Spring semester when her foster home changed. Springfield High School did not immediately forward a Student Withdrawal Report or official transcript to Wagner Prep when Melissa's education rights holder disenrolled her. Once Melissa enrolled, Wagner Prep's registrar sent the Receiving School Partial Credit Request Letter to Springfield High School. Melissa's social worker also went back to Springfield High School to meet with Melissa's counselor and filled out the attached **Social Worker Disenrollment Form** (see page 25), which included the below partial credit log. Springfield High School then issued a new official transcript with 14 partial credits.

Partial Credit Log: School 2

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

COURSE NAME	CORRESPONDING GRADUATION REQUIREMENT	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED
Algebra 1	Math (Algebra 1)	C-	18	105 min.	2.5 credits
History of European Colonialism	World History	B	17	105 min.	2.0 credits
Biology	Life Science	B	19	105 min.	2.5 credits
Comprehensive English	English	C+	20	105 min.	2.5 credits
Aerobics	Physical Education	D	14	105 min.	2.0 credits
Sculpture	Visual/ Performing Art	B+	20	105 min.	2.5 credits

THE PARTIAL CREDIT MODEL POLICY IN ACTION

SCHOOL 3: Wagner Preparatory High School

Wagner Prep follows a semester schedule with students earning 1 credit per course. When Wagner Prep's registrar received the Student Withdrawal Report from Springfield High School, she used the Calculation/Conversion Table on page 8 to convert the previously awarded partial credits to the 1.0 credit scale and added them to her new official transcript.

COURSE NAME	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED (5.0 CREDIT SCALE)	CONVERTED CREDITS (1.0 CREDIT SCALE)
Algebra 1	C-	18	105 min.	2.5 credits	0.5 credits
History of European Colonialism	B	17	105 min.	2.0 credits	0.4 credits
Biology	B	19	105 min.	2.5 credits	0.5 credits
Comprehensive English	C+	20	105 min.	2.5 credits	0.5 credits
Aerobics	D	14	105 min.	2.0 credits	0.4 credits
Sculpture	B+	20	105 min.	2.5 credits	0.5 credits

The registrar also had difficulty enrolling Melissa in the same/equivalent classes because Wagner Prep has limited course offerings. Specifically, Wagner Prep does not offer Sculpture or History of European Colonialism. Therefore, the registrar used the information provided by Springfield High School to enroll Melissa in other courses that satisfied the same corresponding graduation requirements, allowing her to complete a full grading period worth of credits for her previous courses. She also arranged for Melissa to receive tutoring in Ethnic Studies to help her understand the portion of the course taught before she transferred schools. At the end of the Spring semester, the registrar calculated the remaining partial credits Melissa earned in these new classes on the below Partial Credit Log and added them to her official transcript.

Partial Credit Log: School 3

Type of Grading Period (circle one): Semester / Trimester

Total # of Credits Available/Grading Period (circle one): 1 / 5

COURSE NAME	CORRESPONDING GRADUATION REQUIREMENT	CHECK OUT GRADE	# OF PERIODS ATTENDED	LENGTH OF EACH PERIOD	# OF CREDITS EARNED
Algebra 1	Math (Algebra 1)	B	37	65 min.	0.5 credits
Ethnic Studies	World History	C+	45	65 min.	0.6 credits
Biological Science	Life Science	B-	35	65 min.	0.5 credits
Comprehensive English	English	C+	35	65 min.	0.5 credits
Aerobics	Physical Education	C-	42	65 min.	0.6 credits
Drawing and Painting	Visual/ Performing Art	B+	39	65 min.	0.5 credits

THE PARTIAL CREDIT MODEL POLICY IN ACTION

STUDENT WITHDRAWAL REPORT

School Name: Palm Beach High School
 School District: Sky Gardens Unified
 Phone Number: (949) 361-1234
 Counselor/Registrar Name: ERIC SCOTT

Student Name: Melissa
 Date of Birth: 8/2/1998 Age: 15 Gender: F Grade: 9
 Student State ID #: 6JR78910 Permanent ID #: 123478956
 Enrollment Date: 9/3/12 Withdrawal Date: 11/4/12 Last Day Attended: 11/3/12

Reason for Withdrawing: changed foster homes - moved out of district
 Next School/District: Springfield High School / New City Unified

Partial Credit Log

Type of Grading Period: (circle one) Semester Trimester Total # of Credits Available/Grading Period (circle one): 1 5

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period (in min.)	# of Credits Earned
Algebra 1A	Math (Algebra)	B	40	62 min.	2.5
English 9	English	B+	32	62 min.	2.0
World Regional Geography	World History	B-	31	62 min.	2.0
Biological Sciences	Life Science	F	18	62 min.	0
Intro to Spanish	Foreign Language	C	28	62 min.	2.0
Physical Education	P.E.	A-	37	62 min.	2.5

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. Foster youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities. Teachers should be informed of the last day of actual attendance so that they may issue proper check out grades.

Teacher Comments

Teachers can provide additional information that may be useful for the youth's teachers at the new school, including information on the strengths and weaknesses of the youth.

Course	Teacher Name	Comments
Algebra 1A	Ms. Ortiz	Was teaching how to solve linear-quadratic equations when she transferred.
English 9	Mr. Samuels	Melissa was drafting a biography on Jackie Robinson.
World Reg. Geog.	Mr. Clancy	covered North + South America
Intro to Spanish	Mr. Ortega	Melissa learned to conjugate ser + estar

Signature of School Counselor/Registrar: Eric Scott

Date Official Transcript Issued: 1/7/13

THE PARTIAL CREDIT MODEL POLICY IN ACTION

SOCIAL WORKER DISENROLLMENT FORM

Student Identification Information

Student Name: Melissa Court Case Number: AB 12345
 Date of Birth: 8/2/98 Age: 15 Gender: F Grade: 9
 Education Rights Holder Name: Amy Smith Contact Number: (987) 456-1234
 Caregiver Name: Laura Richards Contact Number: (626) 987-1234

Sending School Information

School Name/District: Springfield High School / New City Unified Counselor/Registrar Name: John Ortega
 Enrollment Date: 11/19/12 Withdrawal Date: 3/30/13 Last Day of Actual Attendance: 3/30/13
 Reason for School Transfer: moved foster homes - new district
 Date Education Rights Holder Approved Transfer: 3/26/13 Date Official Transcript Provided: _____

Partial Credit Log

Type of Grading Period (circle one) Semester Trimester Total # of Credits Available/Grading Period (circle one): 1 5

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period (in min.)	# of Credits Earned
Algebra I	Math (Algebra)	C-	18	105 min.	2.5
History of European Colonialism	World History	B	17	105 min.	2.0
Biology	Life Science	B	19	105 min.	2.5
Comprehensive English	English	C+	20	105 min.	2.5
Aerobics	Physical Education	D	14	105 min	2.0
Sculpture	Visual/Performing Arts	B+	20	105 min	2.5

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of actual attendance, including exam scores, home and class work, participation, and attendance. Foster youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities.

NOTES: _____

Receiving School Information

School Name/District: Wagner Preparatory H.S. / Kings Unified Enrollment Date: 4/6/13
 School Registrar/Counselor: Lisa Blake Phone Number: (651) 789-5432
 Courses student enrolled in: Algebra I; Ethnic Studies; Biological Sciences; Aerobics;
Comprehensive English; Drawing & Painting

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

SUBJECT: 2018-2019 Consolidated Application for Funding Categorical Aid Programs, Part I	AGENDA ITEM #: 4.8
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Garth Lewis
<u>BACKGROUND:</u>	DATE: August 29, 2018

Each year YCOE is eligible for funds from the State’s Consolidated Categorical Aid Programs. To access these funds, the YCOE must complete a Consolidated Application. The 2018-2019 Categorical Funds we are applying for are as follows:

- Title I Part A (Basic Grant) of the Every Student Succeeds Act (ESSA) is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state academic standards and assessments. Title I, Part A, provides supplemental funding that may be used to provide additional instructional staff, professional development, parental involvement, extended-time programs, and other support for raising student achievement in high-poverty schools.
 - The LEA will reserve Title I Part A funds to provide comparable services to homeless children to ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - The LEA will reserve Title I Part A funds to provide services to local institutions for neglected children or children currently classified as neglected.
- Title I, Part D (Delinquent) provides funding for children and youth who are delinquent. Funds are available for supplementary instructional support for the student population served at Dan Jacobs School at Juvenile Hall as well as our at risk students at Cesar Chavez Community School.
- Title II, Part A, Improving Teacher Quality funds are used for staff development purposes for staff.
- Title III, Part A, English Learner funds are used for staff development purposes to improve instruction of our EL students.

YOLO COUNTY BOARD OF EDUCATION

Board Transmittal: Agenda Item ____

August 29, 2018

List of Attached Reports:

- 2018-19 Certification of Assurances
- 2018-19 Protected Prayer Certification
- 2018-19 LCAP Federal Addendum Certification
- 2018-19 Application for Funding
- 2018-19 Title III, English Learner Student Program Subgrant Budget
- 2018-19 Substitute System for Time Accounting
- 2017-18 Title 1, Part D Facilities Report
- 2017-18 Title I, Part D Demographics by Program Report
- 2017-18 Title I, Part D Outcomes Report
- 2017-18 Title I, Part D Academic Performance Report
- 2017-18 Title I, Part D Fiscal Year Expenditure Report, 12 Months
- 2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months
- 2017-18 Homeless Education Policy, Requirements and Implementation
- Title I Part A School Funded Staff Report – Removed as a required document Per CDE
- Title II, Part A School Class Size Reduction Report – Removed as a required document per CDE
- 2016-17 Title I, Part D Fiscal Year Expenditure Report, 24 Months
- 2016-17 Title II, Part A Fiscal Year Expenditure Report, 24 Months

RECOMMENDATION/COMMENTS: The Board is requested to take action to approve this application.

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaul@cdede.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Crissy Huey
Authorized Representative's Signature	<i>Crissy Huey</i>
Authorized Representative's Title	Associate Superintendent
Authorized Representative Signature Date	06/29/2018

*****Warning*****

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2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Crissy Huey
Authorized Representative Title	Associate Superintendent
Authorized Representative Signature Date	06/29/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

<p>County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP</p> <p>Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.</p>	<p>10/05/2017</p>
<p>Charter Schools Enter the adoption date of the charter school LCAP</p>	
<p>Authorized Representative's Full Name</p>	<p>Crissy Huey</p>
<p>Authorized Representative's Title</p>	<p>Associate Superintendent</p>

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/28/2018
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Garth Lewis
DELAC review date	08/14/2018
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	https://sites.google.com/a/ycoe.org/yolo-county-office-of-education/ed-services/delac
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title I, Part D (Delinquent) ESSA Sec. 1401 SACS 3025	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes

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2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

<p>Title III Immigrant ESEA Sec. 3102 SACS 4201</p>	<p>No</p>
<p>Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127</p>	<p>Yes</p>

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2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	\$99.05
Estimated English learner student count	58
Estimated English learner entitlement amount	\$5,745

Note: \$10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than \$10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at <http://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$5,214
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$531
Total budget	\$5,745

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2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2017-18 Title I, Part D Facilities Report

A report of the number of Title I, Part D funded facilities, by program, and whether or not they report student data to the LEA, including student outcomes after exit.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

At-Risk Programs

Total number of facilities	2
Number of facilities that reported student data	2
Average number of days students were served in At-Risk Programs facilities	180

Neglected Programs

Total number of facilities	0
Number of facilities that reported student data	0
Average number of days students were served in Neglected Programs facilities	

Juvenile Detention Programs

Total number of facilities	1
Number of facilities that reported student data	1
Average number of days students were served in Juvenile Detention Programs facilities	240

*****Warning*****

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2017-18 Title I, Part D Demographics by Program

A report of demographic data, by program, of students served with Title I, Part D funds.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

Students Served in At-Risk Programs

Male	123
Female	54
Total unduplicated students served	177

Student Counts by Age

Ages 3 through 5	
Age 6	
Age 7	
Age 8	
Age 9	
Age 10	
Age 11	
Age 12	
Age 13	5
Age 14	10
Age 15	25
Age 16	37
Age 17	49
Age 18	40
Age 19	8
Age 20	3
Age 21	
Total student counts by age	177

Student Counts by Racial/Ethnic Group

Hispanic or Latino of any race	140
American Indian or Alaskan Native	0
Asian	1
Black or African American	9
Native Hawaiian or Other Pacific Islander	2

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2017-18 Title I, Part D Demographics by Program

A report of demographic data, by program, of students served with Title I, Part D funds.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

White	25
Two or more races	0
Total student counts by racial/ethnic group	177

Other Student Counts

English learner students	20
Students with disabilities	26

Students Served in Juvenile Detention Programs

Male	198
Female	24
Total unduplicated students served	222

Student Counts by Age

Ages 3 through 5	
Age 6	
Age 7	
Age 8	
Age 9	
Age 10	
Age 11	
Age 12	1
Age 13	3
Age 14	6
Age 15	25
Age 16	49
Age 17	60
Age 18	78
Age 19	
Age 20	
Age 21	
Total student counts by age	222

*****Warning*****

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2017-18 Title I, Part D Demographics by Program

A report of demographic data, by program, of students served with Title I, Part D funds.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

Student Counts by Racial/Ethnic Group

Hispanic or Latino of any race	186
American Indian or Alaskan Native	0
Asian	2
Black or African American	12
Native Hawaiian or Other Pacific Islander	3
White	19
Two or more races	
Total student counts by racial/ethnic group	222

Other Student Counts

English learner students	92
Students with disabilities	11

*****Warning*****

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2017-18 Title I, Part D Outcomes

A report of the academic and vocational outcomes of students served with Title I, Part D funds.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

At-Risk Programs

Total students served	177
While in the facility, the number of students who:	
Earned high school course credits	158
Enrolled in GED program (Include GED, HiSET, and TASC)	
Earned a GED	
Obtained a high school diploma	18
Were accepted or enrolled into postsecondary education	14
Enrolled in job training programs and or courses	
Obtained employment	
Within 90 calendar days after exit, the number of students who:	
Earned high school course credits	
Enrolled in GED program (Include GED, HiSET, and TASC)	
Enrolled in their local district school	18
Earned a GED	
Obtained a high school diploma	
Were accepted or enrolled into postsecondary education	
Enrolled in job training programs and or courses	
Obtained employment	

Juvenile Detention Programs

Total students served	222
While in the facility, the number of students who:	
Earned high school course credits	159
Enrolled in GED program (Include GED, HiSET, and TASC)	
Earned a GED	
Obtained a high school diploma	7

*****Warning*****

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2017-18 Title I, Part D Outcomes

A report of the academic and vocational outcomes of students served with Title I, Part D funds.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

Were accepted or enrolled into postsecondary education	
Enrolled in job training programs and or courses	
Obtained employment	
Within 90 calendar days after exit, the number of students who:	
Earned high school course credits	145
Enrolled in GED program (Include GED, HiSET, and TASC)	
Enrolled in their local district school	145
Earned a GED	
Obtained a high school diploma	
Were accepted or enrolled into postsecondary education	
Enrolled in job training programs and or courses	
Obtained employment	

*****Warning*****

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2017-18 Title I, Part D Academic Performance

A report of the academic performance of long term students served with Title I, Part D funds. Long-term students are those who have been enrolled in a program for at least 90 consecutive calendar days. Multiple admissions cannot be added together.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

At-Risk Programs

Total students served	177
Number of long-term students served	90

Reading**Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	8
No change in grade level	28
Improvement of up to one grade level	3
Improvement of more than one grade level	4

Mathematics**Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	10
No change in grade level	16
Improvement of up to one grade level	2
Improvement of more than one grade level	8

Juvenile Detention Programs

Total students served	222
Number of long-term students served	23

Reading**Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	0
No change in grade level	3
Improvement of up to one grade level	0

*****Warning*****

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2017-18 Title I, Part D Academic Performance

A report of the academic performance of long term students served with Title I, Part D funds. Long-term students are those who have been enrolled in a program for at least 90 consecutive calendar days. Multiple admissions cannot be added together.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

Improvement of more than one grade level	0
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Mathematics

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing

Negative grade level change	0
No change in grade level	3
Improvement of up to one grade level	0
Improvement of more than one grade level	0

*****Warning*****

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2017-18 Title I, Part D Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

Use of Funds

Funds provided to local educational agencies under this subpart (section 1424) may be used, as appropriate, for:

- (1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
- (2) dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
- (3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- (4) special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
- (5) programs providing mentoring and peer mediation.

2017-18 Title I, Part D entitlement	\$110,304
Transferred-in amount	\$0
2017-18 Total Allocation	\$110,304
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$3,253
2000-2999 Classified personnel salaries	\$29,051
3000-3999 Employee benefits	\$11,035
4000-4999 Books and supplies	\$132
5000-5999 Services and other operating expenditures	\$1,454
Administrative and indirect costs	\$4,573
Total year-to-date expenditures	\$49,498
2017-18 Unspent funds	\$60,806

*****Warning*****

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2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2017-18 Title II, Part A entitlement	\$7,167
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Professional Development Expenditures

Professional development for teachers	\$6,505
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$662
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$7,167
2017-18 Unspent funds	\$0

*****Warning*****

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2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Kaelin
Homeless liaison last name	Souza
Homeless liaison title	Program Specialist
Homeless liaison e-mail address (format: abc@xyz.zyx)	Kaelin.Souza@ycoe.org
Homeless liaison telephone number (format: 999-999-9999)	530-668-3791
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.35

Homeless Liaison Training Information

*****Warning*****

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2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	01/15/2009
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2017-18 Title I, Part A entitlement	\$117,703
2017-18 Title I, Part A direct or indirect services to homeless children reservation	\$4,833
Amount of 2017-18 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$60,717

*****Warning*****

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2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless services provided (Maximum 500 characters)	The Coordinator met with each student who was referred by school staff or community members as needing assistance, determined if the student qualified for HES, ensured transportation to and from school, provided necessary school supplies and referrals to community agencies for tutoring and/or mentorship, confirmed educational needs assessments collaborated with District staff informing them of the rights of Homeless youth and provided Homeless Education training to our districts..
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2016-17 Title I, Part D Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

Use of Funds

Funds provided to local educational agencies under this subpart (section 1424) may be used, as appropriate, for:

- (1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
- (2) dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
- (3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- (4) special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
- (5) programs providing mentoring and peer mediation.

2016-17 Title I, Part D Entitlement	\$124,248
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$20,635
2000-2999 Classified personnel salaries	\$40,391
3000-3999 Employee benefits	\$16,170
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$35,325
Administrative and indirect costs	\$11,727
Total year-to-date expenditures	\$124,248
2016-17 Unspent funds	\$0

*****Warning*****

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2016-17 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2016-17 Title II, Part A entitlement	\$1,561
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Professional Development Expenditures

Professional development for teachers	\$1,419
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$142
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$1,561
2016-17 Unspent Funds	\$0

*****Warning*****

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YOLO COUNTY BOARD OF EDUCATION

Letter of Transmittal to County Board

From the Superintendent

SUBJECT: Second Reading of Board Policies -- 9 policies from 6000 (Instruction) Series: a. BP/SP 6142.4 Service Learning/Community Service Classes - REVISED b. BP/SP 6142.6 Visual Arts and Performing Arts Education - NEW c. BP/SP 6142.7 Physical Education and Activity - NEW d. BP/SP 6142.91 Reading/Language Arts Instruction - NEW e. BP/SP 6142.92 Mathematics Instruction - NEW f. BP/SP 6142.93 Science Instruction - NEW g. BP/SP 6142.94 History-Social Science Instruction - NEW h. BP/SP 6143 Course of Study - REVISED i. BP/SP 6144 Controversial Issues - NEW	AGENDA ITEM #: 4.9
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Ronda DaRosa
<u>BACKGROUND:</u>	DATE: August 29, 2018

The Deputy Superintendent is undergoing review of the 6000 series (instruction) policies. At this time nine policies with administrative regulations are being presented for adoption. Another grouping will be forthcoming.

RECOMMENDATION/COMMENTS: The Board is being asked to adopt the above policies at the August 29, 2018 Regular meeting.

~~Learning Through Community Service~~

~~The County Board and County Office recognize that community service can help students develop skills, career awareness and self-esteem. Service experiences also can motivate students by letting them apply what they are studying to local needs and problems and by showing them that they can make a contribution to their community.~~

~~Instruction~~

~~BP/SP 6142.4(a)~~

~~SERVICE LEARNING/COMMUNITY SERVICE CLASSES~~

~~The Yolo County Governing Board recognizes that student involvement in community service enhances academic outcomes, helps students develop the skills and knowledge necessary to become informed and responsible citizens, and aids in individual career development. The Yolo County Office of Education shall offer separate community service classes and/or service learning opportunities that are integrated into other courses. Such classes and activities shall be designed to link academic content, practical skills, and meaningful service contributions to the community.~~

~~(cf. 1020 - Youth Services)~~

~~(cf. 6000 - Concepts and Roles)~~

~~(cf. 6011 - Academic Standards)~~

~~(cf. 6142.3 - Civic Education)~~

~~(cf. 6142.94 - History-Social Science Instruction)~~

~~(cf. 6178.1 - Work-Based Learning)~~

~~Integrated Community Service~~

~~The Board and County Office support the integration of community service activities with the curriculum so as to enhance learning in all subject areas. The Board and County Office encourage staff to collaborate with local public and nonprofit agencies in order to develop service learning activities that meet educational objectives and also fit in with current community efforts to meet human, educational, environmental or public safety needs.~~

~~The Board and County Office recognize that students may wish to perform community service through independent study. Independent study may be arranged for this purpose when the Superintendent or designee finds it to be in the student's best interest.~~

SERVICE LEARNING/COMMUNITY SERVICE CLASSES (Continued)

Service Learning

The Yolo County Superintendent of Schools or designee shall integrate service learning opportunities into one or more courses at appropriate grade levels.

(cf. 6143 - Courses of Study)

The County Superintendent or designee shall involve administrators, students, teachers, parents/guardians, and community members in the development, implementation, and evaluation of the County Office's service learning program. He/she shall also collaborate with local public agencies and nonprofit organizations to identify and develop service learning opportunities that meet educational and civic learning objectives, align with state and local academic standards, and address the needs of the community.

(cf. 1600 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

When service learning activities occur off campus, the County Superintendent or designee shall arrange for transportation when necessary and shall ensure that students receive appropriate guidance and supervision.

(cf. 3540 - Transportation)

The County Superintendent or designee shall provide the County Board with regular reports on the County Office's progress in meeting its goals for service learning.

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

Community Service Classes

The County Office may offer community service classes in any of grades 7-12 and/or through the County Office's adult education program. Such classes shall be designed to:

1. Acquaint students with the historical basis for volunteer service, its importance and relevance, and its connection to a wide range of identified school/programs and community needs
2. Include volunteer opportunities that support and strengthen students' understanding of the academic instruction and how it relates to their community
3. Contribute to the physical, mental, moral, economic, and/or civic development of

Instruction

BP/SP 6142.4(c)

SERVICE LEARNING/COMMUNITY SERVICE CLASSES (Continued)

students

4. Provide students with an awareness of potential careers

(cf. 6200 - Adult Education)

If off-campus activities are included, the County Superintendent or designee shall determine how students will be transported to the off-campus location and shall ensure adequate supervision of students during the activity.

The County Office's community service course shall be required for high school graduation. On a case-by-case basis, the County Superintendent or designee may allow students to fulfill the community service graduation requirement by performing alternative academic tasks.

(cf. 6146.1 - High School Graduation Requirements)

The County Superintendent or designee shall determine criteria and methods of assessing students and awarding credits for the class.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Notifications

Parents/guardians shall receive information about the community service learning opportunities offered by the County Office and their benefits for both the community and the student. The County Office shall ask parents/guardians to acknowledge this information before students participate in off-campus service activities.

Legal References:

Education Code, 35160, 35160.1, 51210, 51220, 51745

United States Code, Title 42 12407, Steirer et al v. Bethlehem Area School District

Policy
approved:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

VISUAL AND PERFORMING ARTS EDUCATION

The Yolo County Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The Yolo County Office of Education's arts education program shall provide opportunities for creation, performance, and appreciation of the arts.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The County Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The County Office's standards shall meet or exceed state standards for each of these disciplines.

(cf. 6011 - Academic Standards)

The Yolo County Superintendent of Schools or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline
2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works
3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline
4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts
5. Connections, relationships, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

(cf. 6141 - Curriculum Development and Evaluation)

The County Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, County Board policy, and administrative regulation, which may incorporate a variety of media and technologies.

VISUAL AND PERFORMING ARTS EDUCATION(continued)

- (cf. 0400 - District Technology Plan)
- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)
- (cf. 6161.3 - Toxic Art Materials)
- (cf. 6162.6 - Use of Copyrighted Materials)
- (cf. 6163.1 - Library Media Centers)

As appropriate, the County Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials.

- (cf. 4131 - Staff Development)

The County Superintendent or designee shall encourage the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the County Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

- (cf. 1230 - School-Connected Organizations)
- (cf. 1240 - Volunteer Assistance)
- (cf. 1260 - Educational Foundation)
- (cf. 1700 - Relations between Private Industry and the Schools)
- (cf. 3290 - Gifts, Grants and Bequests)
- (cf. 6020 - Parent Involvement)
- (cf. 6153 - School-Sponsored Trips)

The County Superintendent or designee shall regularly evaluate the implementation of arts education at each grade level and report to the County Board regarding its effectiveness in enabling students to meet academic standards.

- (cf. 0500 - Accountability)
- (cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8950-8957 California summer school of the arts

32060-32066 Toxic art supplies

35330-35332 Field trips

VISUAL AND PERFORMING ARTS EDUCATION(continued)

- 51210 Course of study, grades 1-6
- 51220 Course of study, grades 7-12
- 51225.3 Graduation requirements
- 58800-58805 Specialized secondary programs
- 60200-60210 Instructional materials, elementary schools
- 60400-60411 Instructional materials, high schools
- 99200-99206 Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve, 2004

Visual and Performing Arts Content Standards, January 2001

Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001

WEB SITES

CSBA: <http://www.csba.org>

Arts Education Partnership: <http://aep-arts.org>

California Alliance for Arts Education: <http://www.artsed411.org>

California Arts Council: <http://www.cac.ca.gov>

California Art Education Association: <http://www.caea-arteducation.org>

California Dance Education Association: <http://www.cdeadance.org>

California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: <http://www.cetoweb.org>

California Music Educators Association: <http://www.calmusiced.com>

The California Arts Project: <http://csmp.ucop.edu/tcap>

Policy
approved:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

PHYSICAL EDUCATION AND ACTIVITY

The Yolo County Governing Board recognizes the positive benefits of physical activity on student health and academic achievement. The Yolo County Office of Education shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The County Office's physical education and activity programs shall support the County Office's coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5030 - Student Wellness)
(cf. 6142.8 - Comprehensive Health Education)

The County Office's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The County Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

The County Office's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Yolo County Superintendent of Schools or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

The County Superintendent or designee shall ensure that the County Office's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Instruction

BP/SP 6142.7(b)

PHYSICAL EDUCATION AND ACTIVITY(continued)

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

(cf. 3514 - Environmental Safety)
(cf. 5141.7 - Sun Safety)

The County Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 1330.1 - Joint Use Agreements)
(cf. 5142.2 - Safe Routes to School Program)
(cf. 5148 - Child Care and Development Program)
(cf. 5148.2 - Before/After School Programs)
(cf. 6145 - Extracurricular and Cocurricular Activities)

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

(cf. 1240 - Volunteer Assistance)
(cf. 4112.2 - Certification)
(cf. 4112.21 - Interns)
(cf. 4113 - Assignment)
(cf. 4222 - Teacher Aides/Paraprofessionals)

The County Office shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 - Staff Development)
(cf. 5121 - Grades/Evaluation of Student Achievement)

PHYSICAL EDUCATION AND ACTIVITY(continued)

Physical Fitness Testing

The County Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The County Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the County Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the County Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

(cf. 6112 - School Day)

Permanent Exemptions

The County Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more

PHYSICAL EDUCATION AND ACTIVITY(continued)

academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she would have attended if enrolled in a physical education course.

2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Other Exemptions

The County Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)
2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)
3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6145.2 - Athletic Competition)

Program Evaluation

The County Superintendent or designee shall annually report to the County Board each program/school's FITNESSGRAM results for each applicable grade level. He/she shall also report to the County Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the County Board and the County Superintendent or designee to evaluate program quality and the effectiveness of the County Office's program in meeting goals for physical activity.

(cf. 0500 - Accountability)

PHYSICAL EDUCATION AND ACTIVITY(continued)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

44250-44277 Credential types

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes

60800 Physical performance test

CODE OF REGULATIONS, TITLE 5

1040-1048 Physical performance test

3051.5 Adapted physical education for individuals with exceptional needs

4600-4687 Uniform complaint procedures

10060 Criteria for high school physical education programs

80020 Additional assignment authorizations for specific credentials

80037 Designated subjects teaching credential; special teaching authorization in physical education

80046.1 Added authorization to teach adapted physical education

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 230 (1970)

COURT DECISIONS

Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668

Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975

Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959

Management Resources:

CSBA PUBLICATIONS

PHYSICAL EDUCATION AND ACTIVITY(continued)

Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement, Legal Alert, May 2015

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010

Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009

Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005

Adapted Physical Education Guidelines for California Schools, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index (SHI): Self-Assessment and Planning Guide 2014

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

The Administrator's Assignment Manual, 2007

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

2008 Physical Activity Guidelines for Americans, October 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Educational Data System, California physical fitness:

<http://www.eddata.com/projects/current/cpf>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

President's Council on Physical Fitness and Sports: <http://www.fitness.gov>

U.S. Department of Health and Human Services: <http://www.health.gov>

Policy

approved:

YOLO COUNTY OFFICE OF EDUCATION

Woodland, California

READING/LANGUAGE ARTS INSTRUCTION

The Yolo County Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. The County Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning and develops students' appreciation for literature. The program shall integrate reading and oral and written language arts activities in order to build effective communication skills.

(cf. 6143 - Courses of Study)

For each grade level, the County Board shall adopt academic standards that meet or exceed Common Core State Standards in the following strands:

1. Reading: Foundational skills, text complexity and analysis, and the growth of comprehension
2. Writing: Text types, responding to reading, production and distribution of writings, and research
3. Speaking and listening: Oral language development, comprehension, flexible communication, and collaboration
4. Language: Conventions, effective use, knowledge of language, and vocabulary

(cf. 6011 - Academic Standards)

The Yolo County Superintendent of Schools or designee shall ensure that the Yolo County Office of Education's reading/language arts program offers sufficient access to standards-aligned textbooks and other instructional materials. The program shall provide instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Teachers are expected to use a variety of instructional strategies to accommodate the needs of

READING/LANGUAGE ARTS INSTRUCTION(continued)

beginning readers and the varying abilities of more advanced readers. The program shall provide ongoing diagnosis of students' skills and, as needed, may provide supplementary instruction during the school day and/or outside the regular school session to assist students who are experiencing difficulty learning to read.

- (cf. 5148.2 - Before/After School Programs)
- (cf. 6174 - Education for English Learners)
- (cf. 6176 - Weekend/Saturday Classes)
- (cf. 6177 - Summer Learning Programs)
- (cf. 6179 - Supplemental Instruction)

The County Superintendent or designee shall make available professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' literacy levels, and mastery of a variety of instructional strategies and materials.

- (cf. 4131 - Staff Development)
- (cf. 4222 - Teacher Aides/Paraprofessionals)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

The County Superintendent or designee shall provide the County Board with data from state and County Office reading assessments and program evaluations to enable the County Board to monitor program effectiveness.

- (cf. 0500 - Accountability)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - State Academic Achievement Tests)
- (cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

- 41505-41508 Pupil Retention Block Grant
- 41530-41532 Professional Development Block Grant
- 44735 Teaching as a Priority Block Grant
- 44755-44757.5 Teacher Reading Instruction Development Program, K-3
- 51210 Areas of study, grades 1-6
- 51220 Areas of study, grades 7-12
- 60119 Sufficiency of textbooks and instructional materials
- 60200.4 Fundamental skills

READING/LANGUAGE ARTS INSTRUCTION(continued)

60207 Curriculum frameworks
60350-60352 Core reading program instructional materials
60605 State-adopted content and performance standards in core curricular areas
60605.8 Common Core standards
99220-99221 California Reading Professional Development Institutes
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)
CODE OF REGULATIONS, TITLE 5
11980-11985 Mathematics and Reading Professional Development Program (AB 466 trainings)
11991-11991.2 Reading First achievement index
UNITED STATES CODE, TITLE 20
6381-6381k Even Start Family Literacy Program
6383 Improving literacy through school libraries

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, March 2013

Common Core State Standards for English Language Arts, August 2010

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve

Recommended Literature: Kindergarten Through Grade Twelve

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Reading/Language Arts: <http://www.cde.ca.gov/ci/rl>

MATHEMATICS INSTRUCTION

The Yolo County Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The Yolo County Office of Education's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

For each grade level, the County Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Yolo County Superintendent of Schools or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

The County Office's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

MATHEMATICS INSTRUCTION(continued)

For higher mathematics, the County Office shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

The County Superintendent or designee shall ensure that students are appropriately placed in mathematics courses and are not required to repeat a course that they have successfully completed in an earlier grade level. Placement decisions shall be based on consistent protocols and multiple academic measures.

(cf.6512.1 - Placement in Mathematics Courses)

The County Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

The County Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

(cf. 0440 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

The County Superintendent or designee shall provide the County Board with data from state and County Office mathematics assessments and program evaluations to enable the County Board to monitor program effectiveness.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

MATHEMATICS INSTRUCTION(continued)

EDUCATION CODE

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

51224.5 Algebra in course of study for grades 7-12

51224.7 California Mathematics Placement Act of 2015

51225.3 High school graduation requirements

51284 Financial literacy

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, rev. January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Common Core State Standards Initiative: <http://www.corestandards.org/math>

SCIENCE INSTRUCTION

The Yolo County Governing Board believes that science education should focus on giving students an understanding of the biological and physical aspects of science, key scientific concepts, and methods of scientific inquiry and investigation. Students should become familiar with the natural world and the interrelationship of science, mathematics, technology, and engineering. As part of science instruction, students should learn how to apply scientific knowledge and reasoning.

- (cf. 0440 - District Technology Plan)
- (cf. 5145.8 - Refusal to Harm or Destroy Animals)
- (cf. 6142.92 - Mathematics Instruction)
- (cf. 6143 - Courses of Study)
- (cf. 6146.1 - High School Graduation Requirements)

Philosophical and religious theories that are based, at least in part, on faith and are not subject to scientific test and refutation shall not be discussed during science instruction.

- (cf. 6141.2 - Recognition of Religious Beliefs and Customs)

The Yolo County Office of Education's academic standards for science instruction shall meet or exceed the California Next Generation Science Standards (CA-NGSS). The Yolo County Superintendent of Schools or designee shall ensure that curricula used in County Office schools are aligned with these standards and the state curriculum framework.

- (cf. 6011 - Academic Standards)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The County Superintendent or designee shall ensure that students have access to and are enrolled in a broad course of study including science courses.

- (cf. 0460 - Local Control and Accountability Plan)

The County Superintendent or designee shall provide certificated staff with opportunities to participate in professional development activities designed to enhance their knowledge of County Office-adopted academic standards, instructional strategies for teaching science, and changes in scientific theories.

- (cf. 4131 - Staff Development)
- (cf. 4331 - Staff Development)

SCIENCE INSTRUCTION(continued)

The County Superintendent or designee shall develop and implement appropriate safety measures for science laboratory classes, including, but not limited to, staff and student safety training, use of eye safety devices, hearing protection, first aid procedures, regular equipment maintenance, safe use of heat sources, safe use and disposal of hazardous chemicals, proper ventilation, prevention of exposure to bloodborne pathogens from sharp instruments, fire prevention and control, an emergency response plan, and evacuation procedures. Parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation.

(cf. 3514.1 - Hazardous Substances)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4157/4257/4357- Employee Safety)

(cf. 5142 - Safety)

The County Superintendent or designee shall regularly report to the County Board regarding the implementation and effectiveness of the science curriculum at each grade level. At a minimum, each report shall address the extent to which the program is aligned with the CA-NGSS, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:**EDUCATION CODE**

8774 Residential outdoor science program

32030-32034 Eye safety

32255-32255.6 Student's right to refrain from harmful or destructive use of animals

33475-33475.5 Model curriculum on stem cell science

49340-49341 Hazardous substances education

51210 Areas of study, grades 1 through 6

51210.3 Elementary science coach

51220 Areas of study, grades 7 through 12

51225.3 High school graduation

52060-52077 Local control and accountability plan

60640-60649 California Assessment of Student Performance and Progress

CODE OF REGULATION, TITLE 5

14030 Science laboratories, design specifications

CODE OF REGULATIONS, TITLE 8

5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan

SCIENCE INSTRUCTION(continued)

Management Resources:

CSBA PUBLICATIONS

Supporting Implementation of the California Next Generation Science Standards (CA-NGSS),
Governance Brief, November 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Framework for California Public Schools: Kindergarten Through Grade Twelve, 2016

Next Generation Science Standards Systems Implementation Plan for California, 2014

California Next Generation Science Standards, 2013

Science Safety Handbook for California Public Schools, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Alliance for Next Generation Science Standards:

<http://cdefoundation.org/stem/ca4ngss>

California Department of Education: <http://www.cde.ca.gov>

California Science Teachers Association: <http://www.cascience.org>

U.S. Department of Education, STEM Education: <http://www.ed.gov/stem>

HISTORY-SOCIAL SCIENCE INSTRUCTION

The Yolo County Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The Yolo County Office of Education's history-social science education program shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, civic education and engagement, anthropology, psychology, and sociology.

(cf. 6115 - Ceremonies and Observances)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

The County Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills students are expected to possess at each grade level.

(cf. 6011 - Academic Standards)

The Yolo County Superintendent of Schools or designee shall develop and submit to the County Board for approval a comprehensive, sequential curriculum aligned with the County Office standards and consistent with the state's curriculum framework for history-social science. The curriculum shall be designed to develop students' core knowledge in history and social science and their skills in chronological and spatial thinking, research, and historical interpretation. History-social science instruction shall also include an explicit focus on developing students' literacy in reading, writing, speaking, listening, and other language skills.

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 9000 - Role of the Board)

The County Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, County Board policy, and administrative regulation. In addition, teachers are encouraged to supplement the curriculum by using biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

(cf. 0400 - District Technology Plan)
(cf. 1312.2 - Complaints Concerning Instructional Materials)

HISTORY-SOCIAL SCIENCE INSTRUCTION(continued)

- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)
- (cf. 6162.6 - Use of Copyrighted Materials)
- (cf. 6163.1 - Library Media Centers)

Personal testimony from persons who can provide first-hand accounts of significant historical events is encouraged and may be provided through oral histories, videos, or other multimedia formats. If oral history is used for instruction related to the role of Americans in World War II or the Vietnam War, such testimony shall exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate in the war, provide views and comments concerning reasons for participating in the war, and provide commentary on the aftermath of the war in Eastern Europe and the former Soviet Union. (Education Code 51221.3, 51221.4)

The County Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

- (cf. 4131 - Staff Development)

The County Superintendent or designee shall regularly evaluate and report to the County Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

- (cf. 0500 - Accountability)
- (cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:

EDUCATION CODE

- 33540 History-social science curriculum framework
- 51008-51009 Instruction on farm labor movement
- 51204 Course of study designed for student's needs
- 51204.5 History of California; contributions of men, women, and ethnic groups
- 51210 Course of study, grades 1-6
- 51220 Course of study, grades 7-12
- 51220.2 Instruction in legal system; teen or peer court programs
- 51221 Social science course of study, inclusion of instruction in use of natural resources
- 51221.3-51221.4 Instruction on World War II and Vietnam War; use of oral histories

HISTORY-SOCIAL SCIENCE INSTRUCTION(continued)

- 51225.3 High school graduation requirements
- 51226.3 Instruction on civil rights, genocide, slavery, Holocaust, and deportation to Mexico
- 51226.7 Ethnic studies
- 60040-60051 Criteria for instructional materials
- 60119 Public hearing on the sufficiency of instructional materials
- 60200-60206 Instructional materials, grades K-8
- 60400-60411 Instructional materials, grades 9-12
- 60640-60649 California Assessment of Student Performance and Progress
- 99200-99206 Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 2016

Common Core State Standards for English Language Arts and Literacy in History-Social Studies, Science, and Technical Subjects, 2013

California English Language Development Standards, 2012

Model Curriculum for Human Rights and Genocide, 2000

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

NATIONAL COUNCIL FOR THE SOCIAL STUDIES PUBLICATIONS

College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History, 2013

WEB SITES

CSBA: <http://www.csba.org>

California Council for History Education: <http://www.csus.edu/al/cche>

California Humanities: <http://www.calhum.org>

California Council for the Social Studies: <http://www.ccss.org>

California Department of Education: <http://www.cde.ca.gov>

California History-Social Science Course Models: <http://www.history.ctaponline.org>

California Subject Matter Project: <http://csmp.ucop.edu/chssp>

National Association for Multicultural Education: <http://www.nameorg.org>

National Council for History Education: <http://www.nche.net>

National Council for the Social Studies: <http://www.socialstudies.org>

Policy
approved:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

Courses of Study

~~The County Board and County Office recognize the importance of providing an educational program for students that is based on a Board-approved course of study. It is the responsibility of the County Office to develop, implement, and review a course of study for students.~~

Legal References:

- ~~Code of Regulations Title 5, 11500 et seq.~~
- ~~Education Code, 1983, 1985, 35160-35160.2, 51050-51057, 51200-51263, 51500-51551, 51720-51749.3, 51760-51769.5, 52300-52335.8~~

ADOPTED: ~~March 18, 1997~~

REVISED: ~~—~~

COURSE OF STUDY

The Yolo County Governing Board recognizes that a well-aligned sequence of courses fosters academic progress and provides for the best possible use of instructional time. The Yolo County Office of Education's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and the workplace.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Yolo County Superintendent of Schools or designee shall establish processes for ensuring the articulation of courses across grade levels within the County Office. As necessary, he/she also shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which County Office students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

Elementary Grades

The County Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Secondary Grades

The County Office shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. (Education Code 51228)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141.5 - Advanced Placement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6178 - Career Technical Education)

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years before graduation, in each course necessary to

COURSE OF STUDY(continued)

fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51224, 51228)

The County Superintendent or designee shall develop a process by which courses that meet college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. He/she shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to each student in grades 9-12, and shall make updated lists readily available. (Education Code 51229, 66204)

Legal Reference:

EDUCATION CODE

33319.3 Driver education; CDE materials on road rage
33540 Government and civics instruction in interaction with government agencies
48980 Parental notifications
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and restricted dangerous drugs
51204 Course of study designed for student's needs
51204.5 Social science instruction; history of California; contributions of various groups
51210-51212 Course of study for grades 1-6
51220-51229 Course of study for grades 7-12
51241 Exemption from physical education
51911-51921 Comprehensive health education
51930-51939 Comprehensive sexual health and HIV/AIDS prevention instruction
51940 Curriculum for brain and spinal cord injury prevention
60040-60052 Requirements for instructional materials
66204 Certification of high school courses as meeting university admission criteria

HEALTH AND SAFETY CODE

11032 Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5

10020-10049 Automobile driver education and training

10060 Physical education program

UNITED STATES CODE, TITLE 20

6101-6251 School-to-Work Opportunities Act of 1994

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Career Resource Network: <http://www.californiacareers.info>

California Colleges.edu: <http://www.californiacolleges.edu>

Instruction

BP/SP 6143(c)

COURSE OF STUDY(continued)

California Department of Education: <http://www.cde.ca.gov>

California State University, Admission Requirements:

http://www.csumentor.edu/planning/high_school

University of California, a-g Course Submissions:

http://www.ucop.edu/a-gGuide/ag/course_submissions

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy
approved:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

CONTROVERSIAL ISSUES

The Yolo County Governing recognizes that the Yolo County Office of Education's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.3 - Civic Education)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6143 - Courses of Study)

The County Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Yolo County Superintendent of Schools or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. In the classroom, teachers act on behalf of the County Office and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the County Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.
4. Students shall be assured of their right to form and express an opinion without

CONTROVERSIAL ISSUES(continued)

jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145.5 - Student Organizations and Equal Access)

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the County Superintendent or designee shall notify him/her of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

(cf. 6145.8 - Assemblies and Special Events)

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such

CONTROVERSIAL ISSUES(continued)

instruction may be offered an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about controversial issues may communicate directly with the teacher or site administrator and/or use appropriate County Office complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

48950 Freedom of speech

51240 Excuse from health instruction due to religious beliefs

51500 Prohibited instruction or activity

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

51513 Materials containing questions about beliefs or practices

51530 Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate

51930-51939 California Healthy Youth Act; comprehensive sexual health and HIV prevention education

60040 Portrayal of cultural and racial diversity

60044 Prohibited instructional materials

60045 Criteria for instructional materials

COURT DECISIONS

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Garcetti v. Ceballos, (2006) 547 U.S. 410

Policy
approved:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

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

SUBJECT: First Reading of Board Policies -- 1 NEW policy from 3000 (Business and Noninstructional Operations) Series: a. BP/SP 3230 – Federal Grant Programs	AGENDA ITEM #: 4.10
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Ronda DaRosa/Crissy Huey
<u>BACKGROUND:</u>	DATE: August 29, 2018

Federal auditing guidelines require an organization to maintain written policies and procedures over procurement.

RECOMMENDATION/COMMENTS: For information. The Board will be asked to adopt the above policy at the September 25, 2018 meeting

FEDERAL GRANT FUNDS

The Yolo County Governing Board recognizes the Yolo County Office of Education's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The County Office shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and County Office policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Yolo County Superintendent of Schools or designee shall ensure that the County Office's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in County Office accounts of each federal award received and expended and the federal program under which it was received

(cf. 3100 - Budget)

2. Accurate, current, and complete disclosure of the financial and performance results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.327 and 200.328

(cf. 3460 - Financial Reports and Accountability)

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

4. Effective controls and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes
5. Comparison of actual expenditures with budgeted amounts for each federal award
6. Written procedures to implement provisions governing payments as specified in 2 CFR

FEDERAL GRANT FUNDS

200.305

7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

(cf. 3400 - Management of District Assets/Accounts)

The County Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the County Office can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

(cf. 3440 - Inventories)

(cf. 3512 - Equipment)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The County Office shall submit performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted within 90 days after the ending date of the grant. (2 CFR 200.301, 200.328)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

FEDERAL GRANT FUNDS

Legal Reference:

EDUCATION CODE

42122-42129 Budget requirements

CODE OF FEDERAL REGULATIONS, TITLE 2

180.220 Amount of contract subject to suspension and debarment rules

200.0-200.521 Federal uniform grant guidance, especially:

200.1-200.99 Definitions

200.100-200.113 General provisions

200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting

200.333-200.337 Record retention

200.400-200.475 Cost principles

200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

CODE OF FEDERAL REGULATIONS, TITLE 48

2.101 Federal acquisition regulation; definitions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Department of Education Audit Guide

California School Accounting Manual

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers Regarding 2 CFR Part 200, March 17, 2016

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Office of Management and Budget, Uniform Guidance:

https://www.whitehouse.gov/omb/grants_docs

State Controller's Office: <http://www.sco.ca.gov>

System for Award Management (SAM): www.sam.gov/portal/SAM/##11

U.S. Department of Education: <http://www.ed.gov>

U.S. Government Accountability Office: <http://www.gao.gov>

Policy
approved:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

FEDERAL GRANT FUNDS

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the Yolo County Office of Education, the Yolo County Superintendent of Schools or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the County Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

(cf. 3350 - Travel Expenses)

The County Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(cf. 3300 - Expenditures and Purchases)

(cf. 3314 - Payment for Goods and Services)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

When procuring goods and services with a federal grant, the County Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.326 and Appendix II of Part 200, or with any applicable state law or County Office policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the County Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to

FEDERAL GRANT FUNDS

consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and County Office regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the County Office considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the County Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

(cf. 3311 - Bids)

4. If a purchase is exempt from bidding and the County Office solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

(cf. 3312 - Contracts)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the County Office's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages,

FEDERAL GRANT FUNDS

general administrative expenses, and profit. (200.328)

For any purchase of \$25,000 or more, the County Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The County Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The County Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The County Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No County Board member, County Office employee, or County Office representative shall participate in the selection, award, or administration of a contract supported by federal funds if

FEDERAL GRANT FUNDS

he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

(cf. 9270 - Conflict of Interest)

Cash Management

The County Superintendent or designee shall ensure the County Office's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the County Office and the County Office's disbursement of funds. (2 CFR 200.305)

When authorized by law, the County Office may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the County Office for carrying out the purpose of the program or project. Except under specified conditions, the County Office shall maintain the advance payments in an interest-bearing account. The County Office shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the County Office shall instead submit a request for reimbursement of actual expenses incurred. The County Office may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The County Office or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All County Office employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

FEDERAL GRANT FUNDS

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or County Office policy requires a longer retention period, financial records, supporting documents, statistical records, and all other County Office records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Audits

Whenever the County Office expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The County Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the County Office shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the County Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

Policy
approved:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

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

SUBJECT: First Reading of Board Policies -- 1 NEW policy from 6000 (Instruction) Series: a. BP/SP 6171 Title I Programs	AGENDA ITEM #: 4.11
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Ronda DaRosa
<u>BACKGROUND:</u>	DATE: August 29, 2018

The Deputy Superintendent is undergoing a review of the 6000 series (instruction) policies. At this time one policy with administrative regulations is being presented for adoption. Another grouping will be forthcoming.

RECOMMENDATION/COMMENTS: For information. The Board will be asked to adopt the above policy at the September 25, 2018 meeting

TITLE I PROGRAMS

The Yolo County Governing Board desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools/programs with a large number or percentage of economically disadvantaged families, the County Office shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

- (cf. 6011 - Academic Standards)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - State Academic Achievement Tests)

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

Descriptions of how the County Office will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the County Office's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the County Office's plan and be tailored to the specific needs of the students at the school/program.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0400 - Comprehensive Plans)
- (cf. 0460 - Local Control and Accountability Plan)

In addition, the County Office and each school/program receiving Title I funds shall develop a written parent/guardian and family engagement policy in accordance with 20 USC 6318.

- (cf. 6020 - Parent Involvement)

Comparability of Services

In schools/programs receiving Title I funds, state and local funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools/programs that are not receiving Title I funds or, if all County Office schools/programs are receiving Title I funds, that are substantially comparable in each school/program. Comparability may be determined on a school-by-school or program-by-program basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among County Office schools/programs, the County Office shall:

TITLE I PROGRAMS (continued)

1. Adopt and implement a County Office wide salary schedule
2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
 - a. The ratio of students to instructional staff at each Title I school/program within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I County Office schools/programs within that grade span
 - b. Salary expenditures for instructional staff at each Title I school/program , which shall be no less than 90 percent of the average salary expenditure across non-Title I County Office schools/programs.
3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools/program is between 90 and 110 percent of the County Office-wide average
4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools/programs

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the County Office shall not include staff salary differentials for years of employment. The County Office also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school/program year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to students with disabilities, and supplemental state or local funds expended in any school/program attendance area or school/programs for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

The Yolo County Superintendent of Schools or designee shall annually assess comparability in accordance with the above criteria and maintain records documenting the County Office's compliance. If any instances of noncomparability are identified, the County Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

TITLE I PROGRAMS (continued)

Program Evaluation

The County Board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools/programs. During the annual evaluation of the County Office's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the County Board shall review disaggregated data on academic achievement, school/program attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52060-52077 Local control and accountability plan

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6318 Parent and family engagement

6320 Participation of private school students

6321 Comparability of services

6333-6335 Grants to local educational agencies

6391-6399 Education for migrant students

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

TITLE I PROGRAMS (continued)

200.1-200.73 Improving basic programs for disadvantaged students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Frequently Asked Questions About Title I Schoolwide Programs

Local Control and Accountability Plan Federal Addendum Template

Meeting Title I, Part A Comparability Requirements, October 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act,

Non-Regulatory Guidance, November 21, 2016

Title I Fiscal Issues, Non-Regulatory Guidance, February 2008

Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006

Title I Services to Eligible Private School Students, October 17, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/sp/sw>

U.S. Department of Education: <http://www.ed.gov>

TITLE I PROGRAMS

Schoolwide Programs

A school/program may operate a Title I schoolwide program in order to upgrade the entire educational program of the school/program when at least 40 percent of the students in the school/program attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. (20 USC 6314; 34 CFR 200.25)

A school/program that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6314)

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, site administrators, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the County Office, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, County Office staff, secondary school/program students as applicable, and other individuals determined by the school/program. (20 USC 6314)

(cf. 0400 - Comprehensive Plans)

The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school/program and shall be incorporated into a single plan for student achievement which also incorporates the plans required for other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

The plan shall describe the strategies that the school/program will implement to address school needs, including a description of how such strategies will: (20 USC 6314)

1. Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet state academic standards

(cf. 6011 - Academic Standards)

2. Use methods and instructional strategies that strengthen the schools or programs academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses

TITLE I PROGRAMS

necessary to provide a well-rounded education

- (cf. 5148.2 - Before/After School Programs)
- (cf. 6111 - School Calendar)
- (cf. 6112 - School Day)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6177 - Summer Learning Programs)

3. Address the needs of all students in the school/program, but particularly the needs of those at risk of not meeting state academic standards, through activities which may include the following:

a. Counseling, school or program-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- (cf. 5141.6 - School Health Services)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school/program students' access to coursework to earn postsecondary credit while still in high school

- (cf. 6141.4 - International Baccalaureate Program)
- (cf. 6141.5 - Advanced Placement)
- (cf. 6172.1 - Concurrent Enrollment in College Classes)
- (cf. 6178 - Career Technical Education)

c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

d. Professional development and other activities for teachers, paraprofessionals, and other school/program personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects

- (cf. 4111/4211/4311 - Recruitment and Selection)
- (cf. 4131 - Staff Development)
- (cf. 4222 - Teacher Aides/Paraprofessionals)

TITLE I PROGRAMS

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

(cf. 5148.3 - Preschool/Early Childhood Education)

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

Targeted Assistance Programs

Any school/program that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to eligible students who are failing, or most at risk of failing, to meet state academic standards. Students shall be identified on the basis of multiple, educationally related, objective criteria, except that students in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the district/program and supplemented by the school. (20 USC 6315)

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

Any targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education
2. Use methods and instructional strategies that strengthen the academic program, through activities which may include:

TITLE I PROGRAMS

- a. Expanded learning time, before- and after-school programs, and summer programs and opportunities
- b. A school or program wide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
3. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
4. Provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible students in Title I programs or in the regular education program. The professional development shall be provided using funds from Title I and, to the extent practicable, other sources.
5. Implement strategies to increase the involvement of parents/guardians of participating students
6. If appropriate and applicable, coordinate and integrate federal, state, and local services and programs, such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311
7. Provide assurances to the Superintendent or designee that the program will:
 - a. Help provide an accelerated, high-quality curriculum
 - b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds
 - c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards

Policy
approved:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, California

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

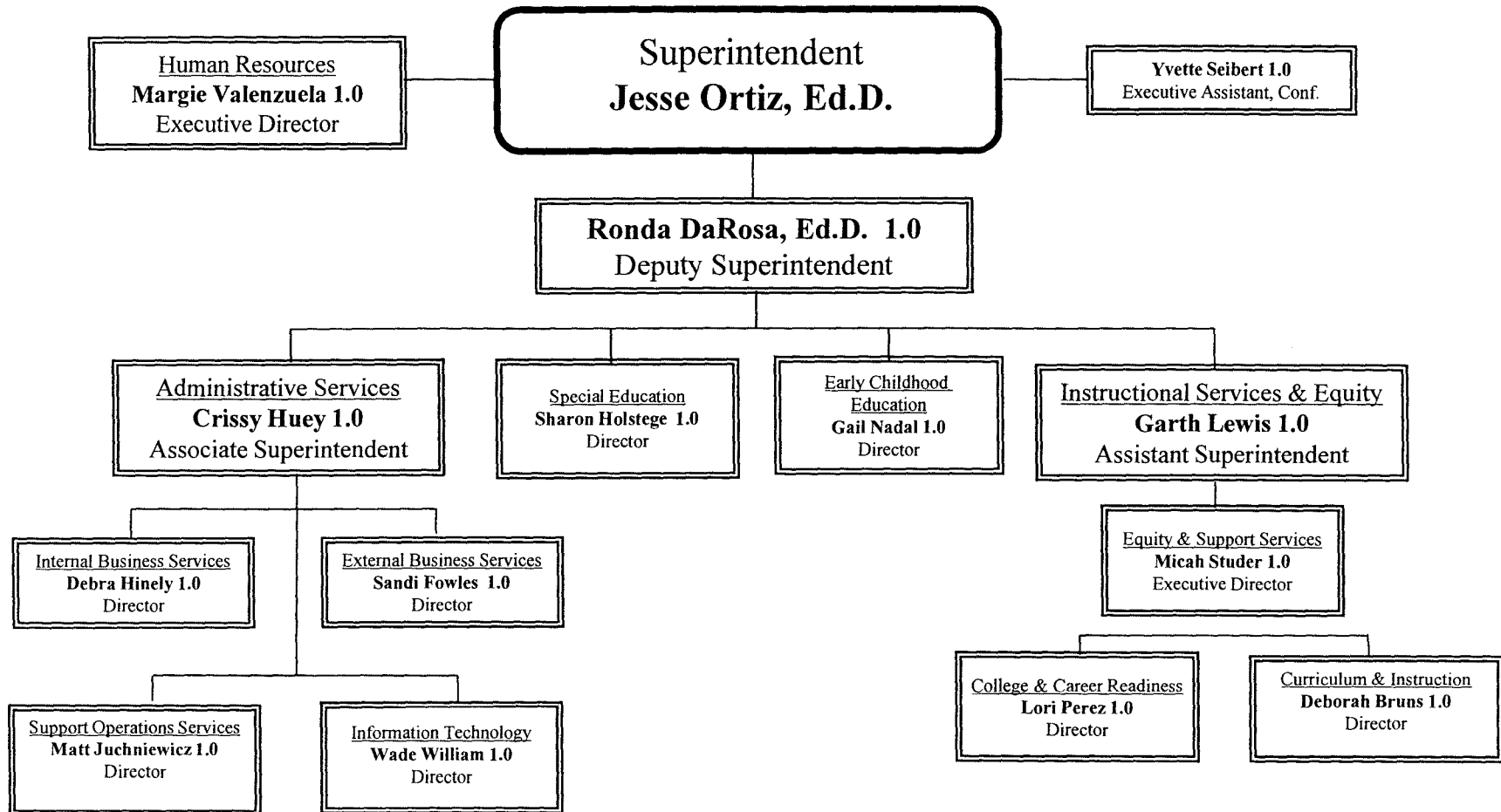
SUBJECT: YCOE Organizational Charts	AGENDA ITEM #: 4.12
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
<u>BACKGROUND:</u>	DATE: August 29, 2018

2018-19 Academic Year Organizational Charts for YCOE.

RECOMMENDATION/COMMENTS: For information.

Yolo County
OFFICE OF
EDUCATION

2018-19 (through 1/1/2019)
County Superintendent



Yolo County OFFICE OF EDUCATION

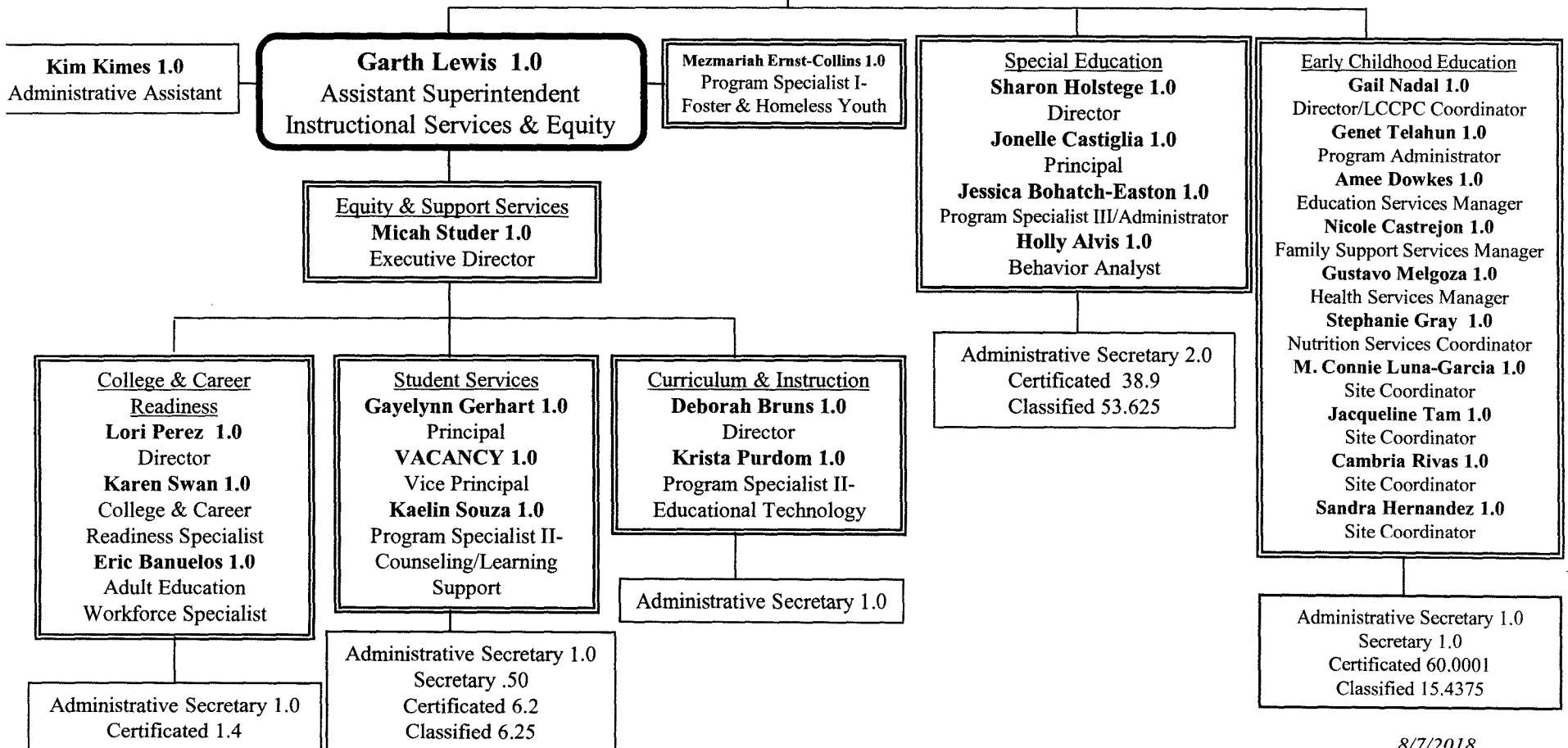
PLEASE NOTE: Staffing changes are in progress. FTE information will change.

2018-19 (through 1/1/2019)

Educational Services Division

Ronda DaRosa, Ed.D. 1.0
Deputy Superintendent

Anissa Still 1.0
Administrative Assistant

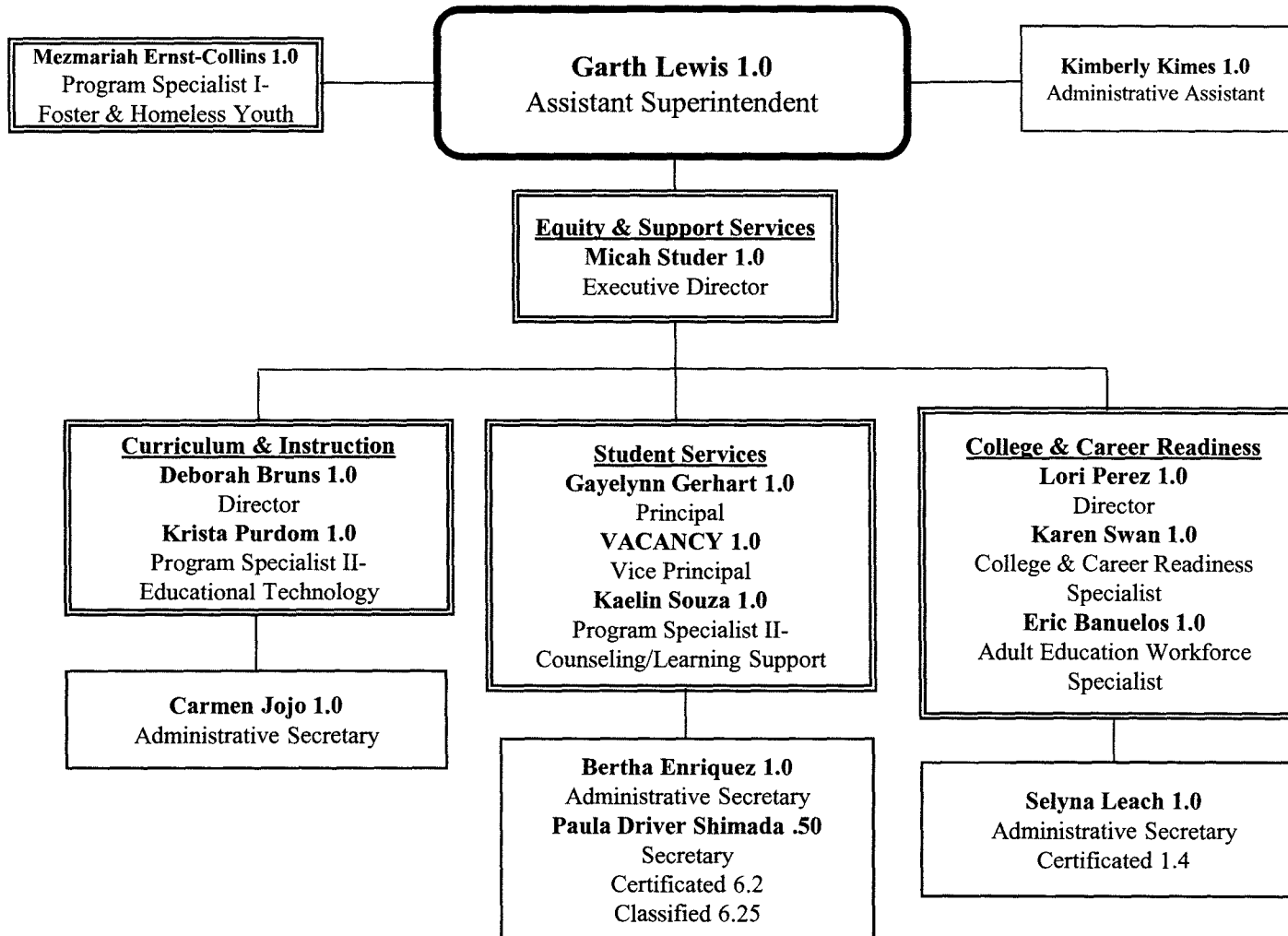


8/7/2018

Yolo County OFFICE OF EDUCATION

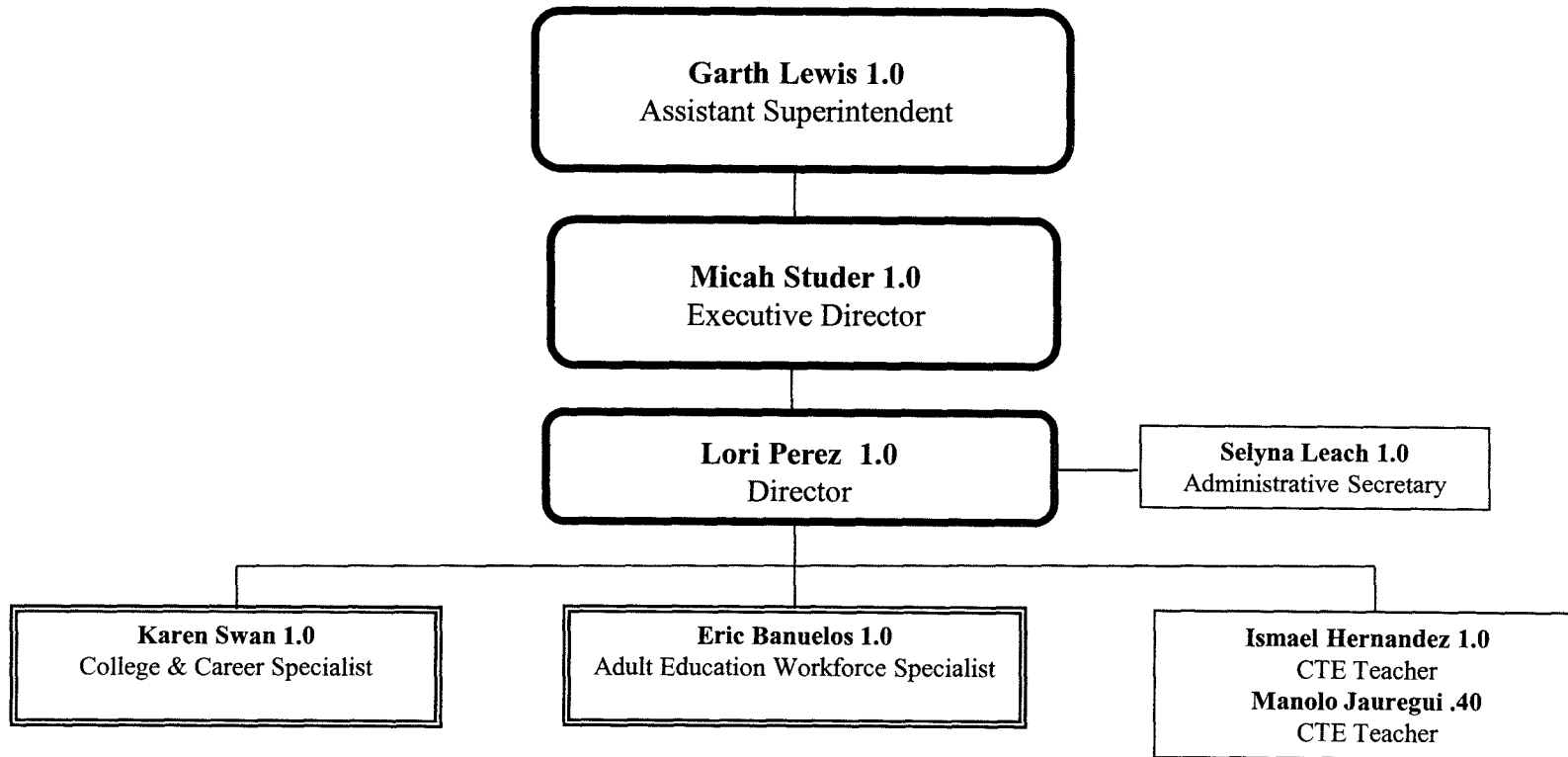
2018-19 (through 1/1/2019)

Instructional Services & Equity



Yolo County
OFFICE OF
EDUCATION

2018-19 (through 1/1/2019)
College & Career Readiness

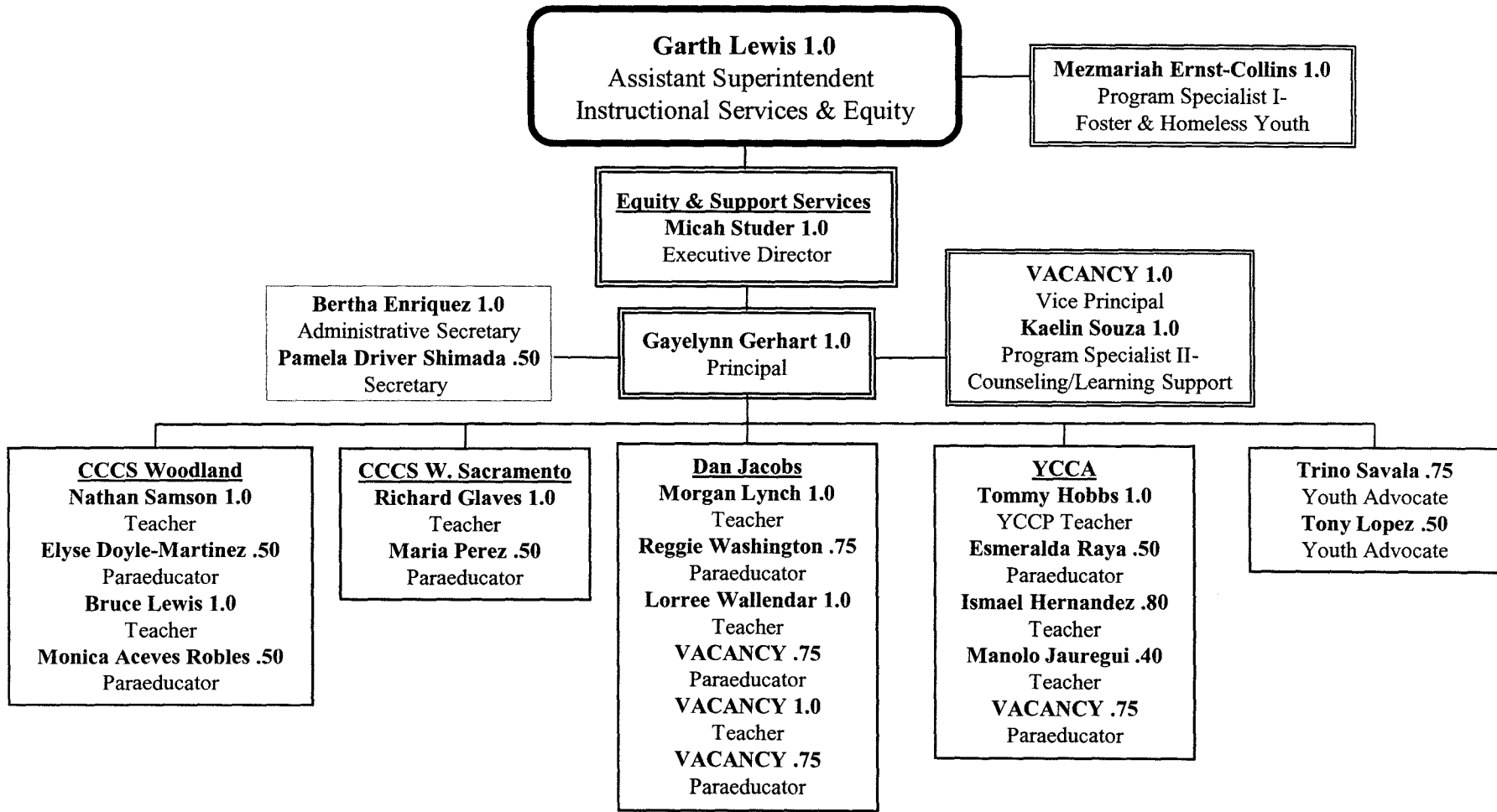


Yolo County

OFFICE OF EDUCATION

2018-19 (through 1/1/2019)

Student Services



CCCS = Cesar Chavez Community School

YCCP = Yolo County Construction Program

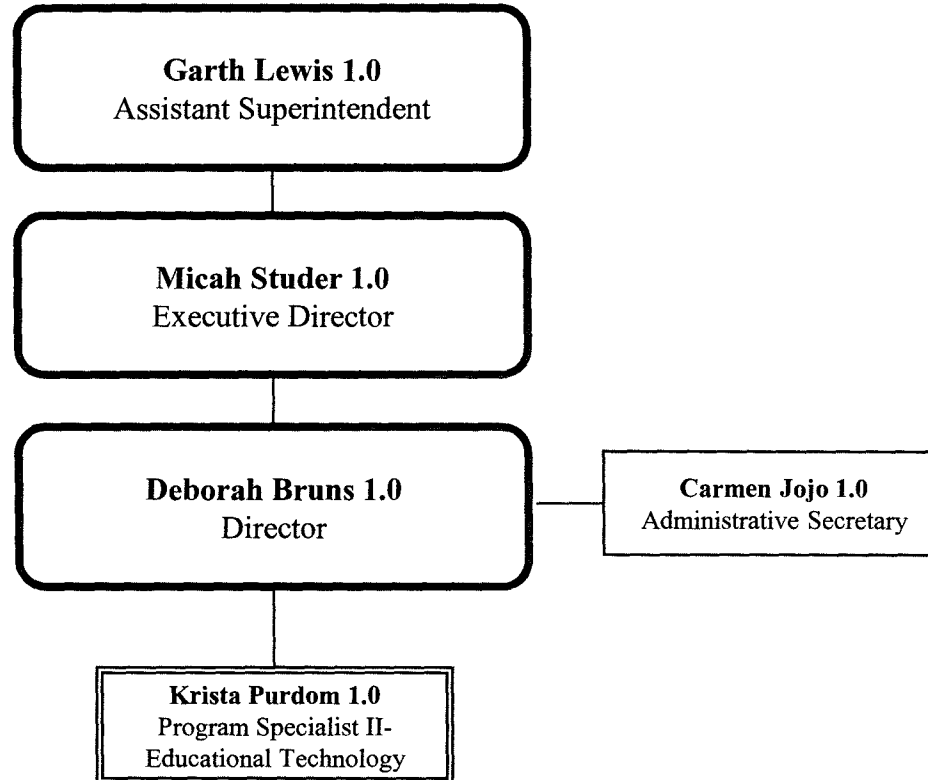
YCCA = Yolo County Charter Academy

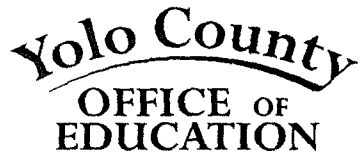
8/7/2018

Yolo County
OFFICE OF
EDUCATION

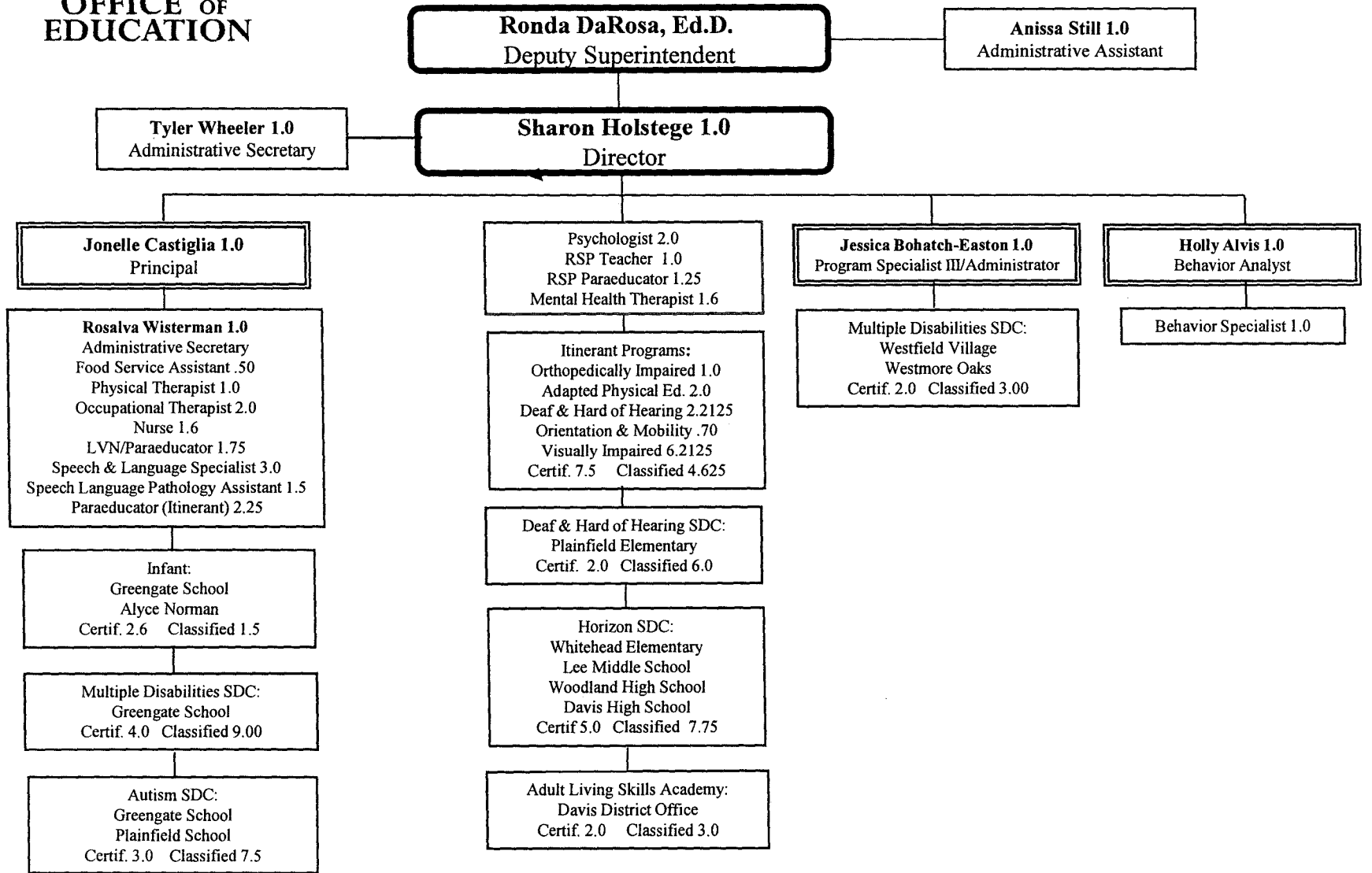
2018-19 (through 1/1/2019)

Curriculum & Instruction





2018-19 Special Education

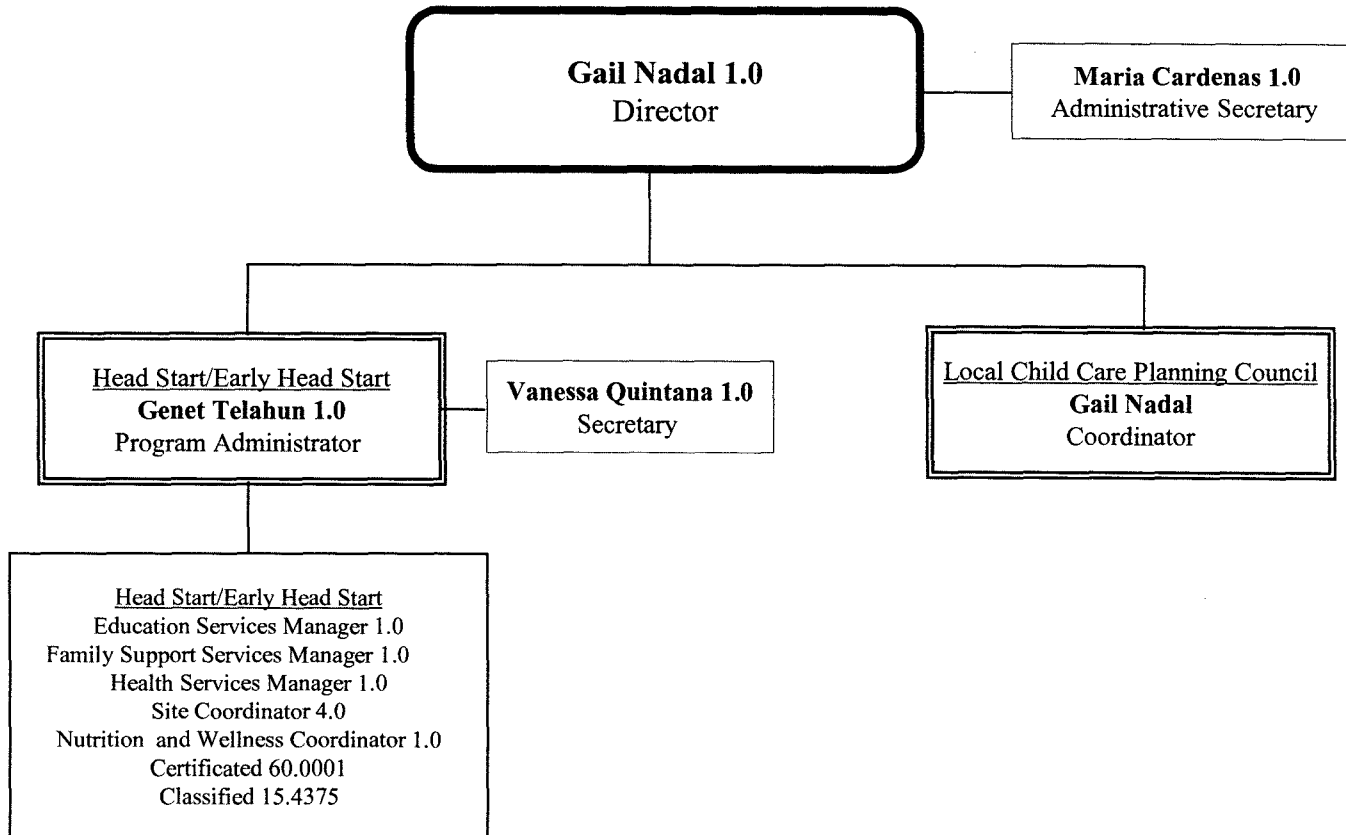


PLEASE NOTE: Staffing changes are in progress. FTE information will change.

Yolo County
OFFICE OF
EDUCATION

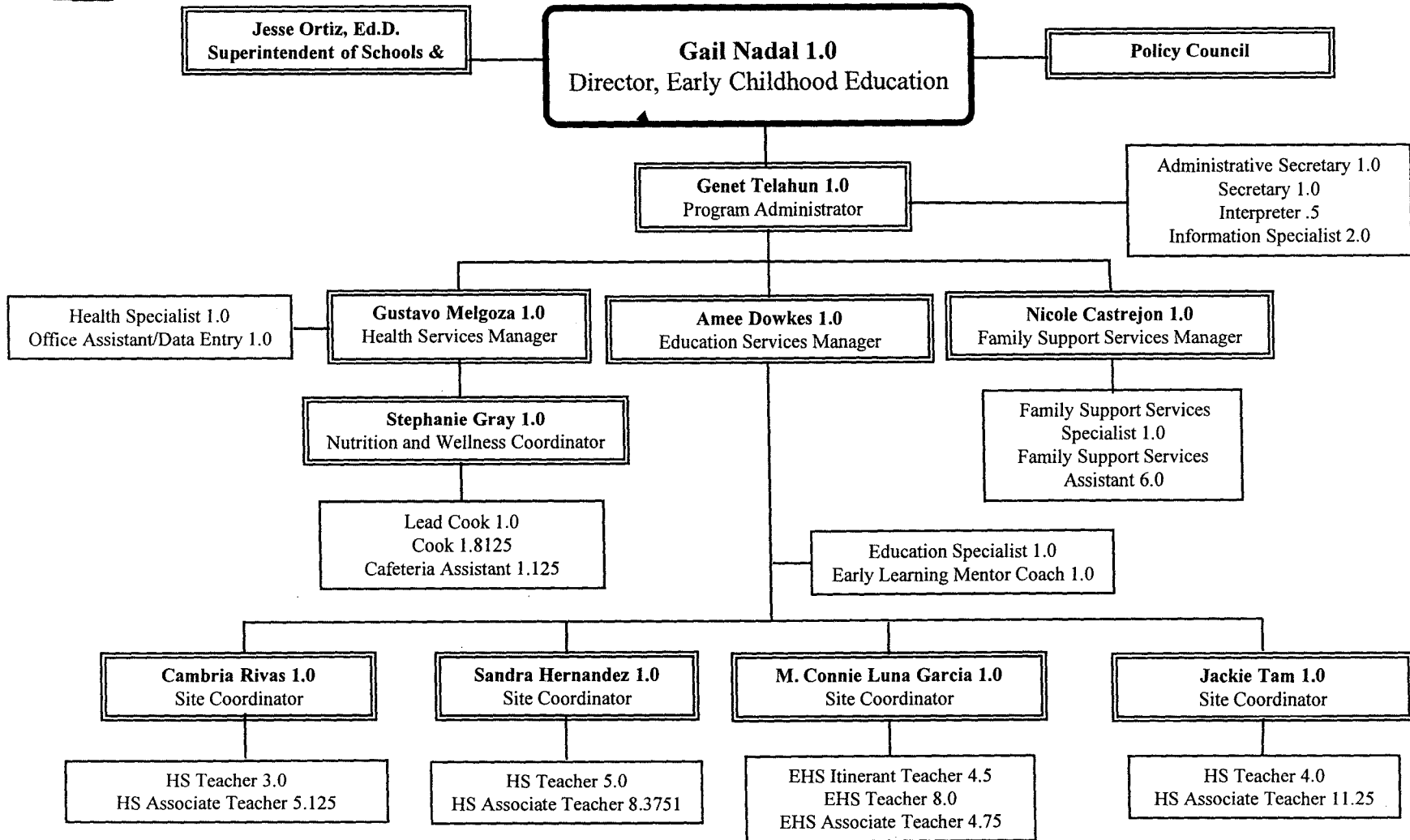
2018-19

Early Childhood Education





2018-19 Head Start/Early Head Start

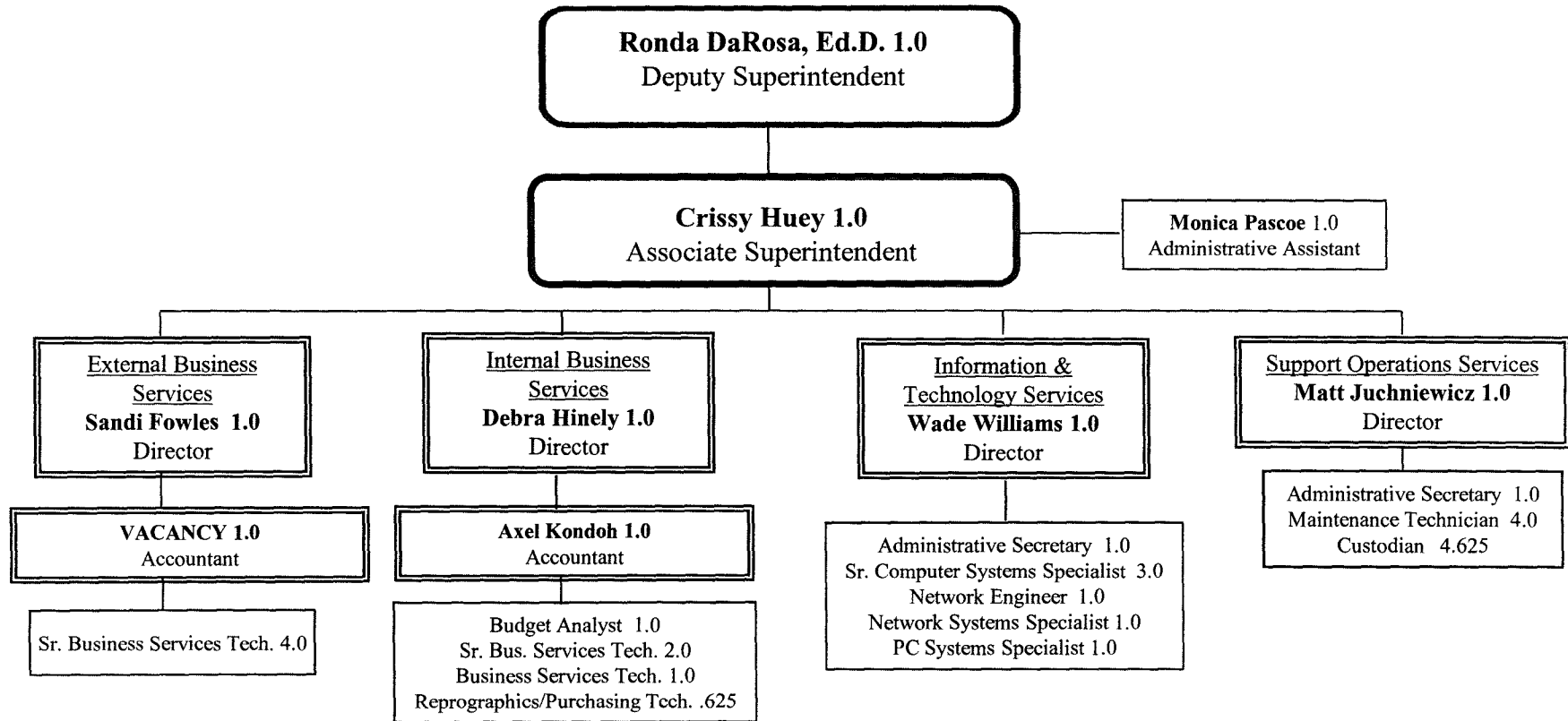


Yolo County

OFFICE OF EDUCATION

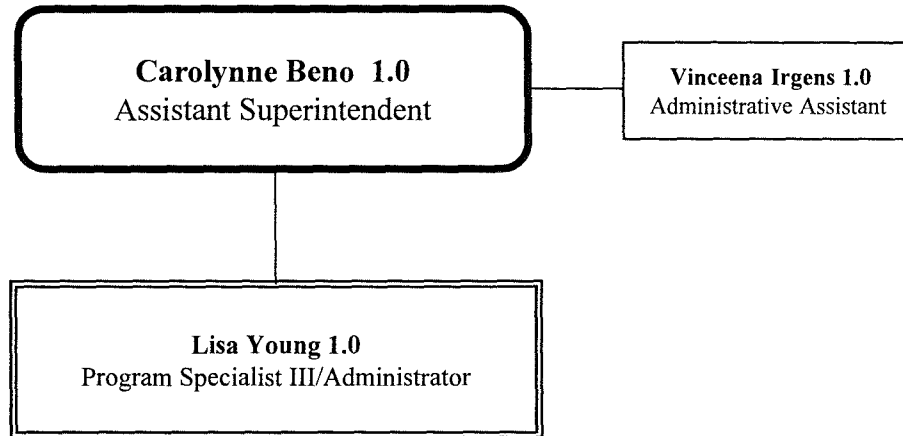
2018-19

Administrative Services Division



Yolo County
OFFICE OF
EDUCATION

2018-19
SELPA

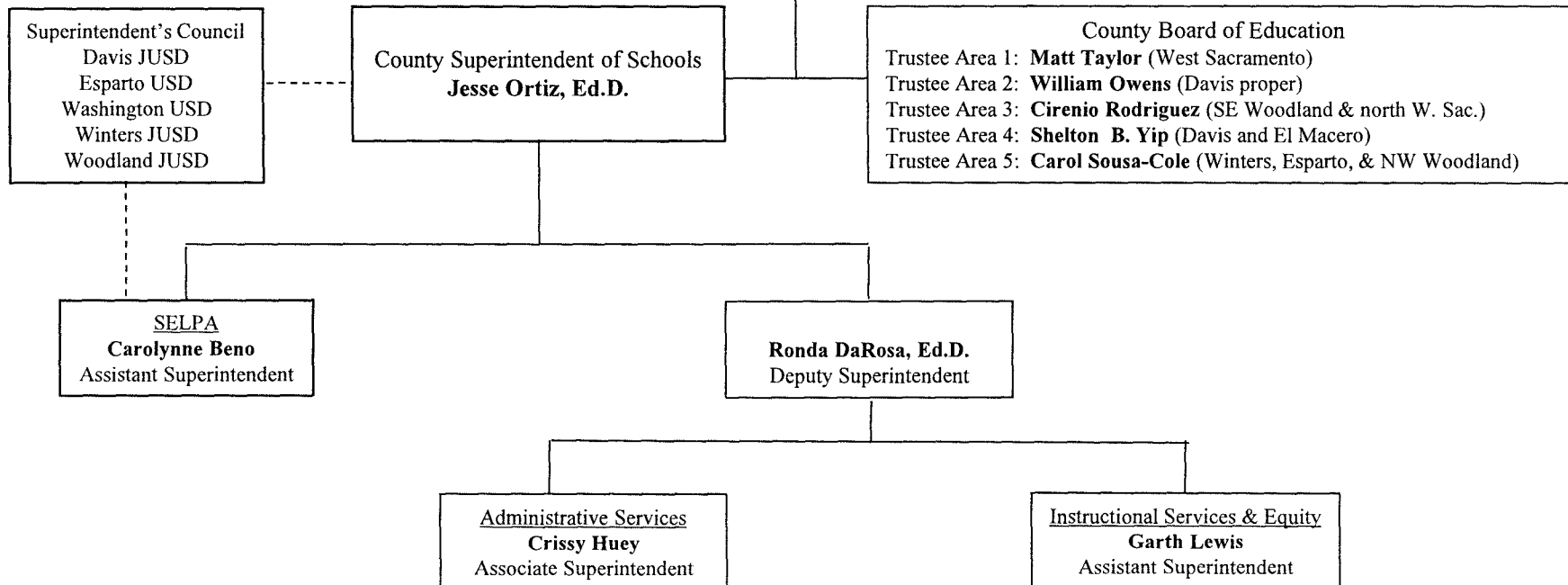


Yolo County

OFFICE OF EDUCATION

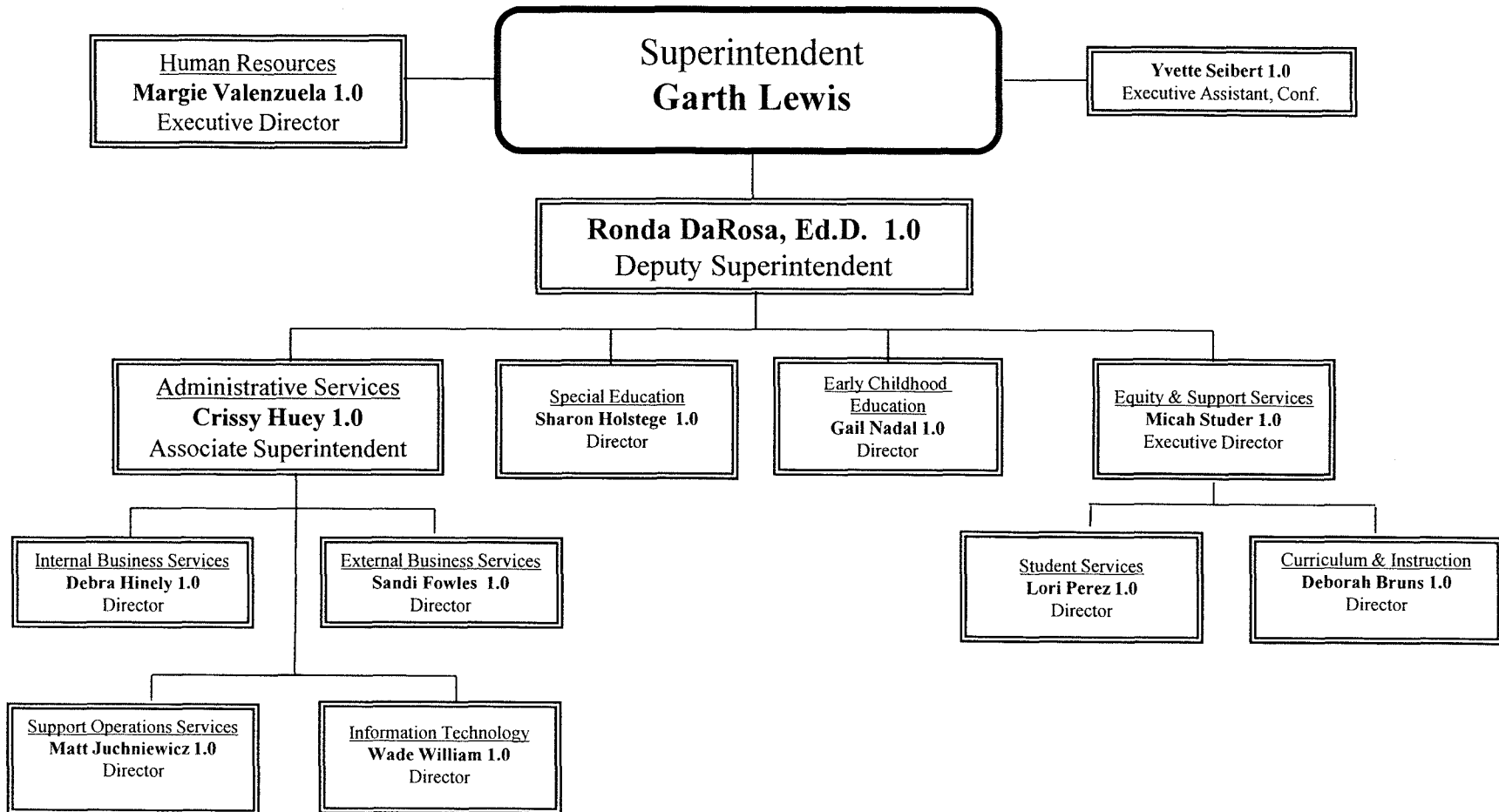
2018-19

Yolo County Voters and Residents



Yolo County
OFFICE OF
EDUCATION

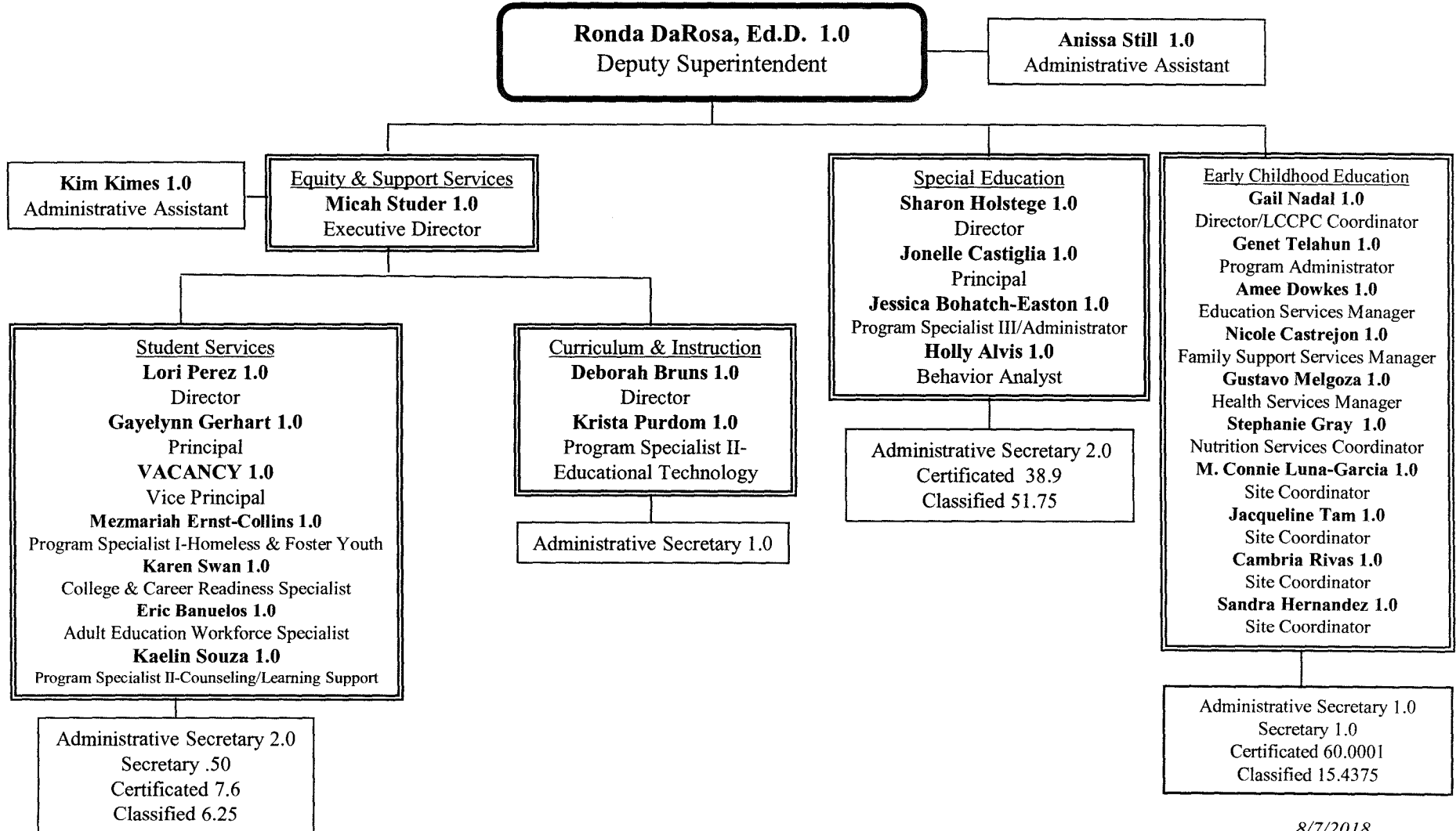
2018-19 (effective 1/2/2019)
County Superintendent



Yolo County
OFFICE OF
EDUCATION

PLEASE NOTE: Staffing changes are in progress. FTE information will change.

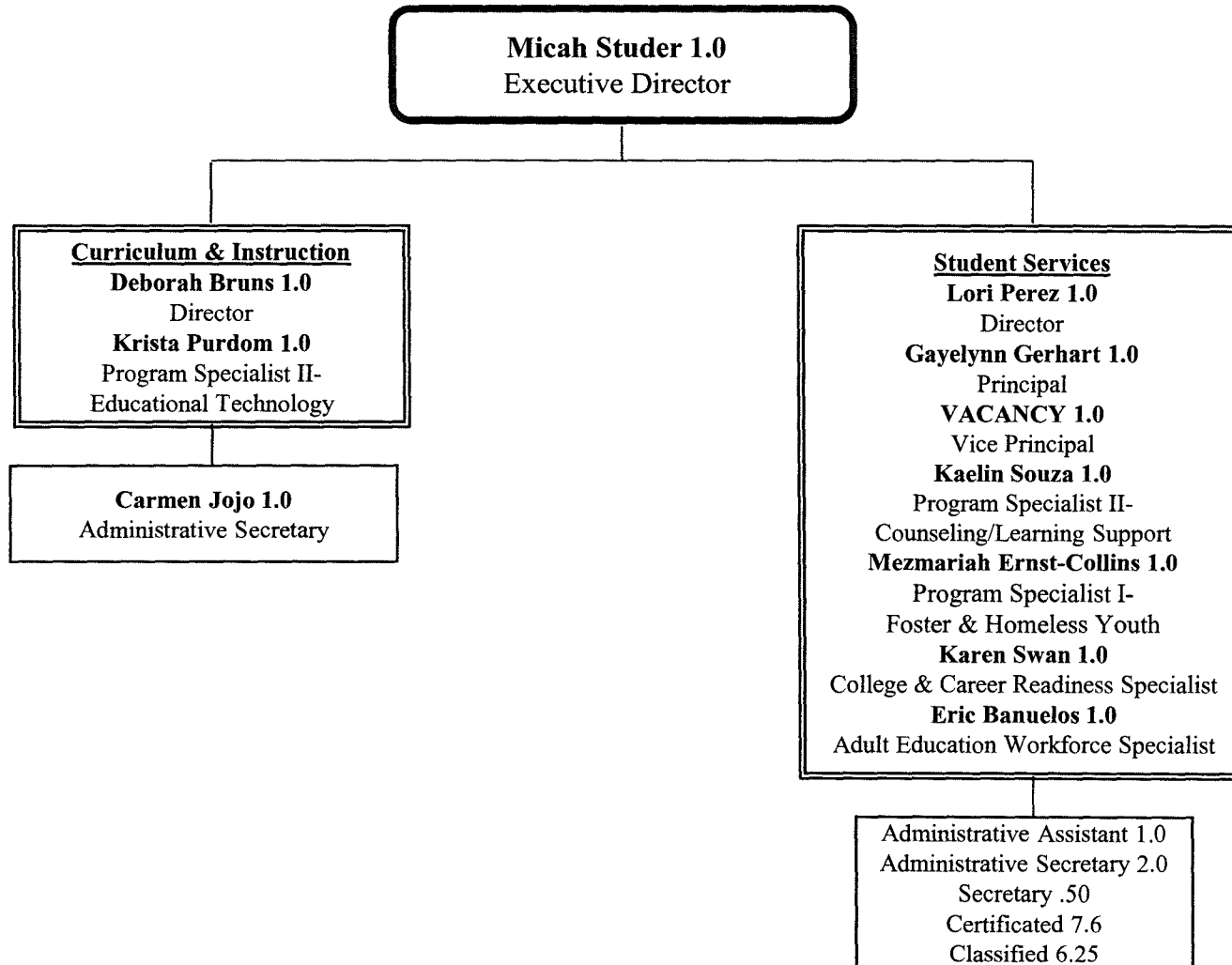
2018-19 (effective on 1/2/2019)
Educational Services Division



Yolo County
OFFICE OF
EDUCATION

2018-19 (effective 1/2/2019)

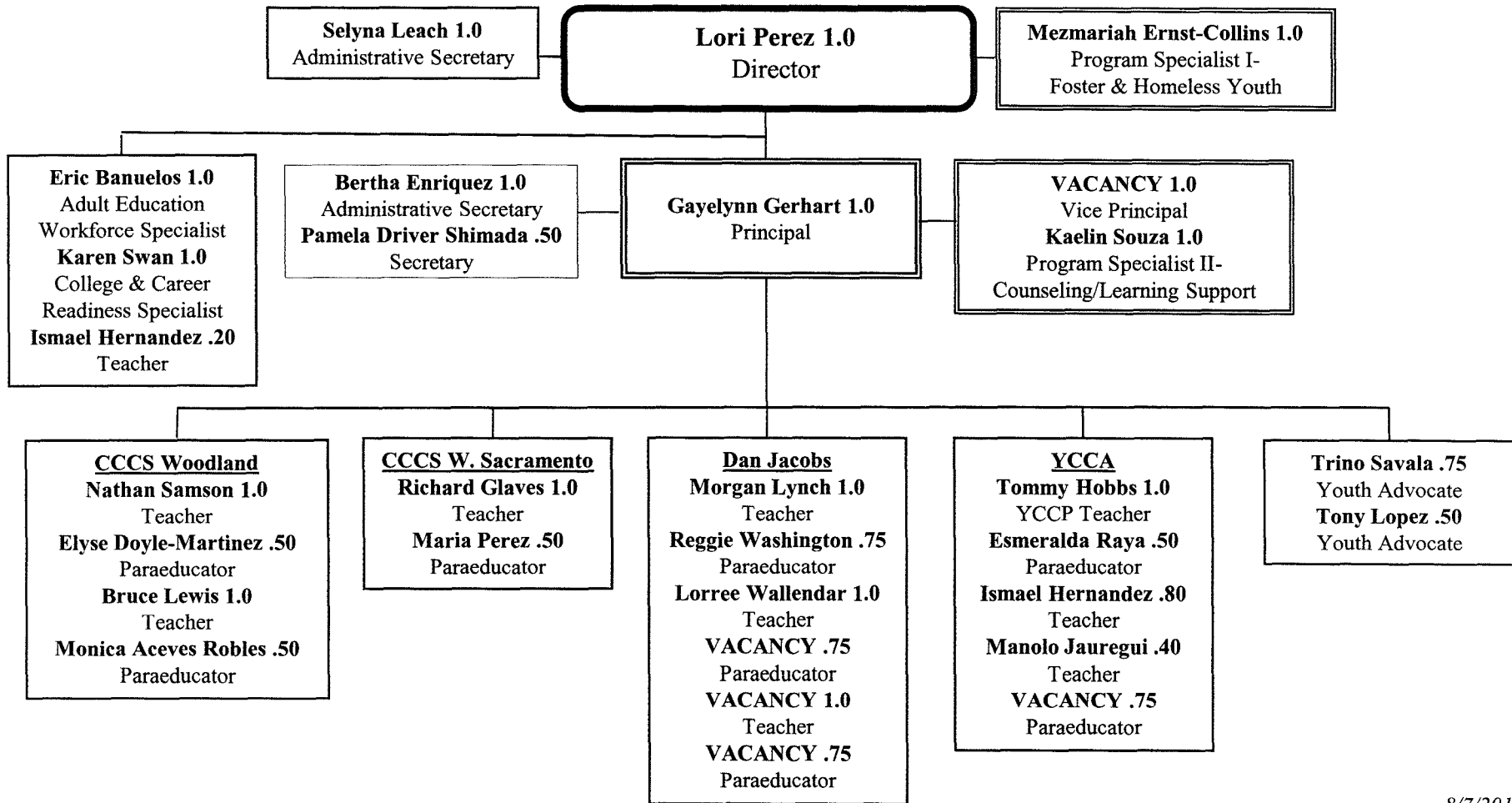
Equity & Support Services



Yolo County OFFICE OF EDUCATION

2018-19 (effective 1/2/2019)

Student Services



CCCS = Cesar Chavez Community School

YCCP = Yolo County Construction Program

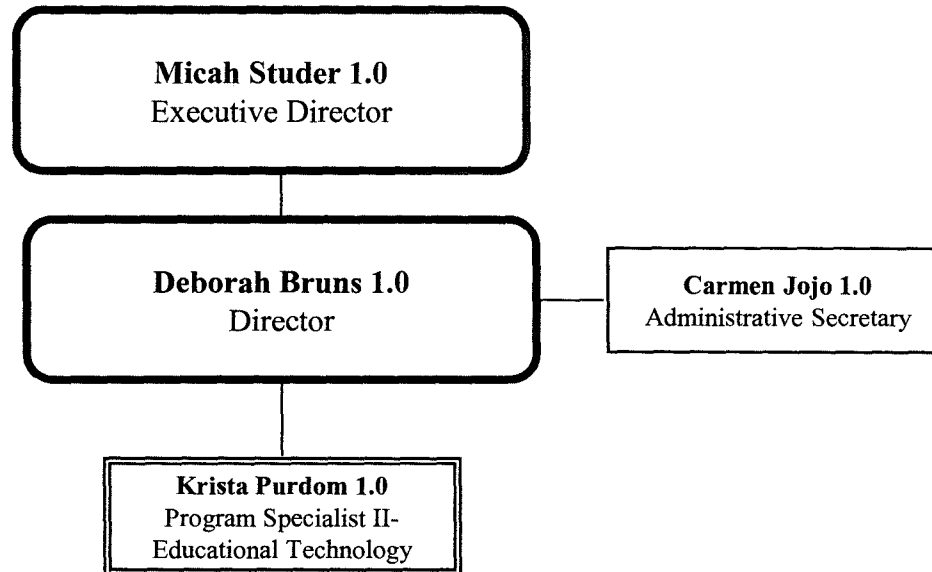
YCCA = Yolo County Charter Academy

8/7/2018

Yolo County
OFFICE OF
EDUCATION

2018-19 (effective 1/2/2019)

Curriculum & Instruction



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

SUBJECT: Suite 190 Facility Update	AGENDA ITEM #: 4.13
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Matt Juchniewicz/Crissy Huey
<u>BACKGROUND:</u>	DATE: August 29, 2018

An update on the Suite 190 Facility project for the Yolo County Career Academy.

RECOMMENDATION/COMMENTS: For information only.

CORAZON CTE CENTER PROJECT



- Board Update 8.29.2018

PROJECT UPDATE

- **The city has approved our plan set**
- **Construction began on Monday, August 20, 2018**
- **We will be reporting on project costs and scheduling**

PROJECT CONSTRUCTION COSTS

Item	Cost	Item	Cost
Mobilization	\$ 46,000.00	Epoxy Flooring	\$ 14,500.00
Submittals	\$ 15,000.00	Carpeting	\$ 7,500.00
Demolition	\$ 56,000.00	LVT Flooring	\$ 6,500.00
Concrete	\$ 30,460.00	Interior Painting	\$ 22,900.00
Metals (Structural Steel, Stairs and Railings)	\$ 87,500.00	Interior Gate	\$ 8,500.00
Rough Carpentry	\$ 48,000.00	Specialties	\$ 3,200.00
Thermal Insulation	\$ 5,500.00	Wheelchair Lift	\$ 72,500.00
Doors, Frames and Hardware	\$ 32,500.00	Plumbing	\$ 22,600.00
Aluminum Storefronts and Glazing	\$ 82,646.00	Fire Protection	\$ 5,500.00
Overhead Door	\$ 9,500.00	Mechanical System Upgrades	\$ 48,700.00
Metal Studs and Gypsum	\$ 58,500.00	Electrical System and Fixtures	\$ 215,000.00
Acoustical Ceiling Panels	\$ 11,545.00	Schedule	\$ 5,500.00
		SubTotal:	\$ 916,051.00
		Architectural Fees	\$ 98,285.00
		Total:	\$ 1,014,336.00

DRIVERS OF INCREASED PROJECT COSTS

- **ADA Compliance Requirements**
- **Long-Term Program Planning in Alignment with Industry**
- **Inflation of Construction Costs**

FUNDING

A TRANSFER WAS MADE TO THE
CORAZON CTE CENTER PROJECT
FROM THE FACILITIES RESERVE

Ending Fund Balance Est. 2017/2018	
Facilities and Equipment Reserve	\$ 2,053,877.00
2018/2019 Transfer for Corazon CTE Center	\$ (705,472.00)
Ending Fund Balance Est. 2018/2019	<u>\$ 1,348,405.00</u>

PROJECT SCHEDULE

- Submittals 8/20/18 – 9/19/18
- Long Lead Items 9/9/18 – 11/18/18
- Construction 8/20/18 – 12/28/18
 - Demolition 8/20/18 – 9/17/18
 - Rough In 9/11/18 – 11/23/18
 - Electrical 9/25/18 – 12/20/18
 - Plumbing 9/13/18 – 12/18/18
 - HVAC 10/22/18 – 12/24/18
 - Elevator 10/22/18 – 11/30/18
 - Finishes 10/26/18 – 12/28/18

Questions?



YOLO COUNTY BOARD OF EDUCATION

Letter of Transmittal to County Board

From the Superintendent

SUBJECT: Yolo County Career Academy Charter School Program Update	AGENDA ITEM #: 4.14
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Garth Lewis & Lori Perez
<u>BACKGROUND:</u>	DATE: 8/29/18

Staff will be giving an update on the Yolo County Career Academy including information on the program delivery in the YCOE Conference Center Esparto Lab.

RECOMMENDATION/COMMENTS: For information.

Yolo County Career Academy (YCCA) Charter School

Site Locations and Hours of Operation:

YCCA will open on 8/22/2018

- The Building & Construction Trades Pathway Program will resume at the Cesar Chavez Community School Site. Students will attend from 8:00 – 12:00 Academic Portion and 12:30 – 4:30 Construction Training.
- The Manufacturing & Product Design Pathway Program will start in the YCOE Conference Center Esparto Lab. Attached is the layout for the Esparto Lab to accommodate the Academic and Industry driven curriculum. Students will attend from 9:30 AM – 2:00 PM.

Core Values:

<i>Responsibility</i>	<i>Confidence</i>	<i>Empathy</i>
<i>Competence</i>	<i>Innovation</i>	<i>Community</i>

All curriculum and programs will be operated through these core values.

Alternatives to Instruction due to Construction of Corazon CTE Center

The teaching staff and administrative staff have spent the summer planning for the school year and identifying the needs to ensure that an industry driven program aligned with the core academic areas is delivered. To address this need staff have identified equipment that can be safely used in the Esparto Lab. Some examples of equipment include the English Wheel and Bead Roller. Core concepts and projects to be covered include:

- Overall Safety
- Proper equipment and tool usage
- Layout & Design
- Molds
- Designing cabinets, fixtures and signage
- Designing Shop Layout

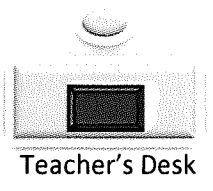
In addition, a Switch Electric Car had been purchased and will be built throughout the first semester. The Switch Electric Car Project will be led by Marquez Designs Staff. The project kit features an AC Drive System, 96 volt Lithium Ion Battery, all required wiring along with assembly components such as seats, lights, and windscreen. The project will focus in the following core areas:

- Overview of the Electric Vehicle
- Sources of Electricity
- Electric Vehicle Components
- Vehicle Batteries
- Battery Management Systems and Components
- AC Induction & DC Motors
- Circuits, Watts, Wires
- Contactors and Relays

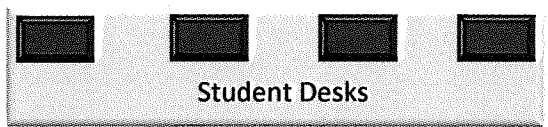
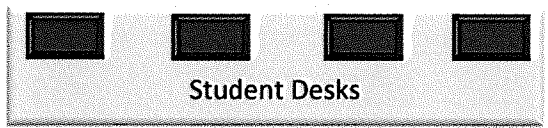
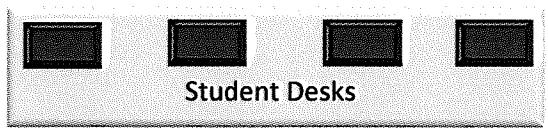
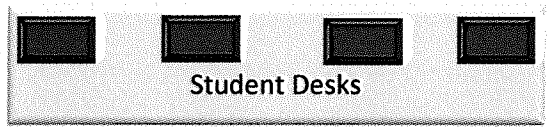
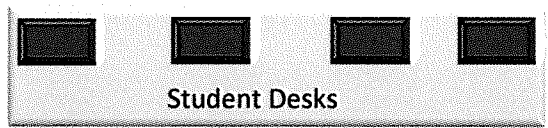
Students will also participate in bi-weekly field trips. The Square One facility at the Woodland Public Library will be visited often as students will be able to work on class projects at the facility. Additional scheduled field trips include DMG Mori, Clark Pacific, Sacramento Area Glass, Gerlinger Steel, American River College Manufacturing Program, and Local 185 San Ramon Training Center.

Yolo County Career Academy Classroom Layout in Esparto Lab

Smartboard



Equipment and
Tool Stations



Equipment and
Tool Stations

Equipment and
Tool Stations

Equipment and
Tool Stations

Equipment and
Tool Stations

Student Industry Technical
Skill-Building Area

Door

Storage Cabinets

Door

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

SUBJECT: Quarterly Report of Investments for Period Ending June 30, 2018	AGENDA ITEM #: 4.15
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Debra Hinely
<u>BACKGROUND:</u>	DATE: August 29, 2018

SB 564 added Section 53646 to the Government Code in 1996. Government Code Section 53646 (b) requires the Chief Fiscal Officer of local agencies to present quarterly to the Governing Board a statement of the investments made by its office. The quarterly report shall include the type of investment, issuer, date of maturity, par, and dollar amount invested on all securities, investments and monies held by the local agency, and shall additionally include a description of any of the local agency's funds, investments, or programs that are under the management of contracted parties, including lending programs.

The Yolo County Office of Education invests its money in the Yolo County Treasury, as required by law. Attached you will find the Yolo County Treasurer's quarterly Investment Portfolio Information for the period ending June 30, 2018.

As required by Education Code 53646 (b), the Reports of the Yolo County Treasurer include a statement of compliance of the portfolio with the Investment Policy. The Quarterly Reports also provide a cash flow by the Yolo County Treasurer denoting the ability of the Treasurer to meet its pool expenditure requirements for the next six months.

RECOMMENDATION/COMMENTS: For information only.



YOLO COUNTY

Investment Performance Review For the Quarter Ended June 30, 2018

Client Management Team

Sarah Meacham, Managing Director
Kenneth Schiebel, CFA, Managing Director
Allison Kaune, Senior Managing Consultant
Joseph Creason, Portfolio Manager

50 California Street, Suite 2300
San Francisco, CA 94111
415-982-5544

PFM Asset Management LLC

213 Market Street
Harrisburg, PA 17101-2141
717-232-2723

Market Update

For the Quarter Ended June 30, 2018

YOLO COUNTY

Market Update

Interest Rate Update

- Interest rates continued to trend higher during the quarter as the Federal Reserve continued to raise the Fed Funds target rate.
- However, several flights to quality, driven by political uncertainties in Europe and trade tensions between the U.S. and our trade partners, tempered the interest rate increase.

2-Year Treasury Yields
 June 30, 2017 – June 30, 2018

Date	2-Year Treasury Yield (%)
6/30/17	1.40%
7/31/17	1.35%
8/31/17	1.30%
9/30/17	1.45%
10/31/17	1.60%
11/30/17	1.80%
12/31/17	1.90%
1/31/18	2.05%
2/28/18	2.15%
3/31/18	2.25%
4/30/18	2.45%
5/31/18	2.55%
6/30/18	2.50%

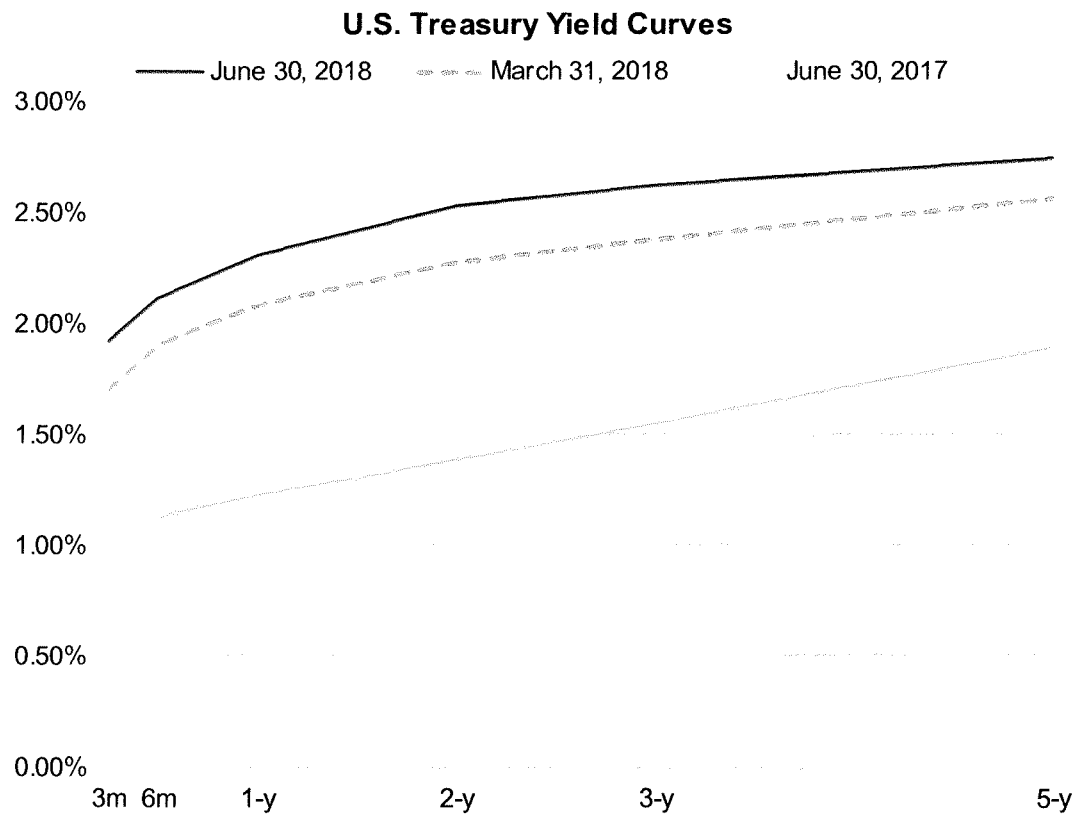
Source: Bloomberg, as of 6/30/18.

PFM Asset Management LLC

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Yield Curve Remains Flat

- Interest rates moved higher across the yield curve. However, the yield curve remained flat, as rates on shorter term maturities moved up more than longer term maturities.



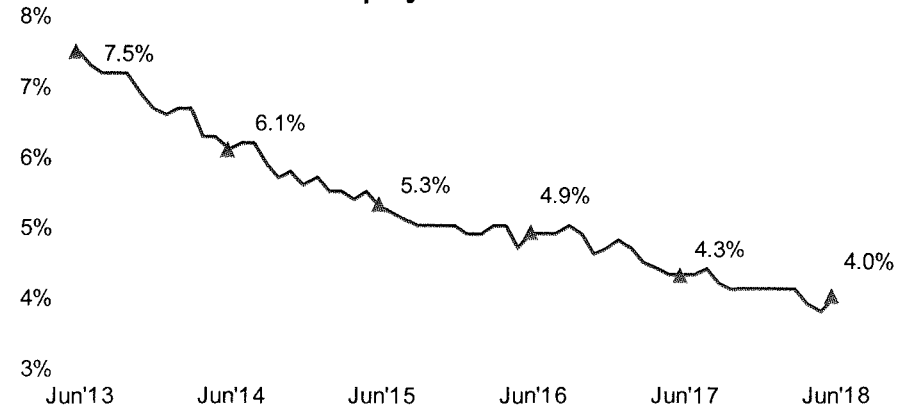
	3/31/18	6/30/18	QoQ Change
3 month	1.70%	1.92%	+0.22%
6 month	1.91%	2.11%	+0.20%
1 year	2.08%	2.31%	+0.23%
2 year	2.27%	2.53%	+0.26%
3 year	2.38%	2.62%	+0.24%
5 year	2.56%	2.74%	+0.18%
10 year	2.74%	2.86%	+0.12%

Source: Bloomberg, as of 6/30/18.

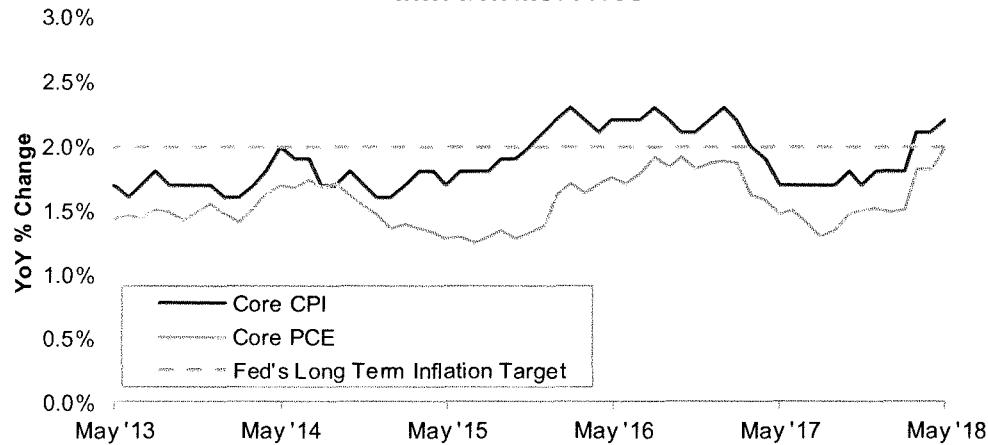
U.S. Economic Conditions Are Positive

- Recent U.S. economic conditions were characterized by:
 - A strong labor market with unemployment at 4.0%, up from 3.8% in May, reflecting an increase in the labor force participation rate.
 - Strong corporate profits driven in part by savings from tax cuts.
 - Expectations for solid GDP growth in 2018, despite a slow down in the first quarter.
 - Stable to modestly higher inflation and wages, with inflation (as measured by PCE) hitting the Fed's 2% target for first time since 2012.

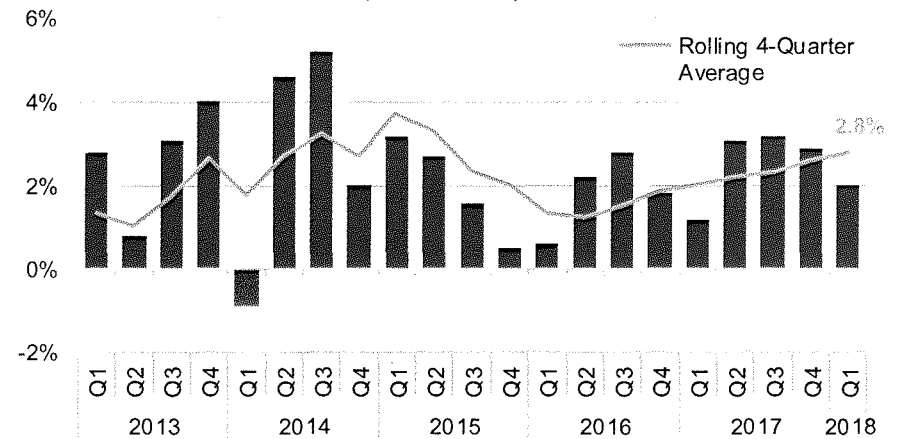
Unemployment Rate



Inflation Measures

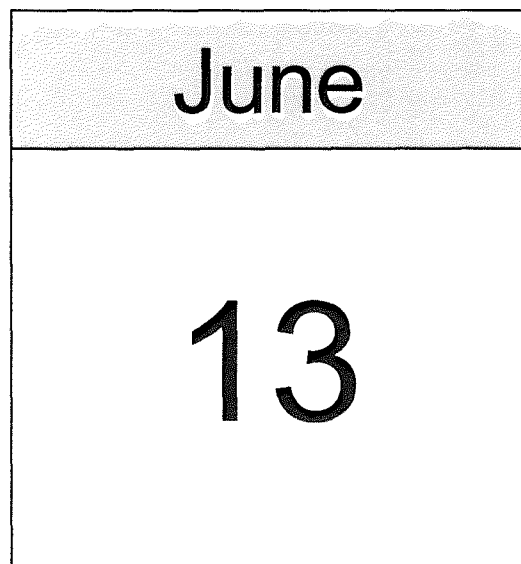


U.S. Real GDP (QoQ, SAAR)



Source: Bloomberg, as of 6/30/2018.

FOMC Statement Highlights



- Information received since the FOMC met in May indicates that the labor market has continued to strengthen and that **economic activity has been rising at a solid rate**. Job gains have been strong in recent months, and the unemployment rate has **declined**. Recent data suggest that growth of household spending **has picked up**, and business fixed investment **has** continued to grow strongly.
 - In view of realized and expected labor market conditions and inflation, the Committee decided to **raise the target range for the federal funds rate $\frac{1}{4}$ percent to $1\frac{3}{4}$ to 2 percent**.
 - The committee noted that **further gradual increases in the target range for the federal funds rate will be consistent with sustained expansion** of labor market conditions and **inflation** near the Committee's symmetric 2 percent objective over the medium term.
-
- **The IOER**, which the Fed adjusts to set the upper bound of its target rate, **was lifted by only 20 basis points to 1.95 percent**. This technical adjustment is being made because the effective fed funds rate has recently been trading at the top of the range.
 - Powell announced starting in January 2019, he will **begin holding press conferences after every central bank meeting**. Powell stressed that it will enhance communication and not necessarily signal anything about timing or pace of future rate changes.

Source: Federal Reserve.

Investment Performance Review

Portfolio Recap

- We continued to strategically position the portfolio with a modestly defensive duration bias relative to benchmark in the rising interest rate environment. However, with rates at or near multi-year highs, there were also opportunities to capture higher yields selectively in some parts of the yield curve when rebalancing the portfolio's duration and participating in new issuances.
- Calmer bond market volatility and a U.S. Treasury curve on a continued ascent resulted in the majority of investment-grade sectors adding positive excess returns (returns in excess of similar duration Treasuries) to fixed income portfolios for the quarter.
 - Federal agency yield spreads remained very narrow throughout the quarter. Limited incremental yield in combination with light issuance and diminishing supply influenced our continued preference to reduce allocations in the sector. Generally, the agency sector generated flat excess returns in the second quarter.
 - After adding to supranational allocations during the first quarter (a period of seasonally high issuance volume and wider than average spreads), the portfolio benefited from modest spread tightening in the second quarter, as new supply fell significantly.
 - Following the widening of corporate spreads in the first quarter, coupled with our relatively unchanged fundamental outlook of the sector, we viewed the wider spreads as an opportunity to increase the portfolio's allocation to credit sectors. Through the second quarter, corporate allocations helped drive portfolio outperformance relative to the benchmark for the quarter.
 - Similarly, asset-backed securities (ABS) generated attractive excess returns for the quarter, while simultaneously providing a level of downside protection in the face of potential corporate headwinds. During the quarter, we sought to continue to build allocations as the structure and high-quality profile of specific ABS issues continued to serve as a tactical diversifier to credit allocations.
 - Short-term, high-quality negotiable certificates of deposit and commercial paper continued to offer considerable value relative to not only similar-maturity government alternatives, but also Treasury maturities 12 to 18 months or longer. The combination of incremental income and the interest rate risk protection offered by these sectors' shorter durations continue to benefit the portfolio.
 - The mortgage-backed security (MBS) sector rebounded in the second quarter, following significant underperformance in the first quarter. On the heels of increasing spreads, but cognizant of looming headwinds facing the sector, we capitalized on the opportunity to add attractive issues to the portfolio. Preferred structures included those with relatively limited interest rate and extension risk.

Investment Strategy Outlook

- In light of continued economic growth, inflation near the Fed's target of 2%, and strong labor market conditions, the Fed appears poised to raise rates further. As a result of the expectation for one or two additional hikes in 2018 and three to four more in 2019, our view remains that interest rates will increase gradually over the near-term. We therefore prefer to maintain a defensive duration posture to mitigate a portion of interest rate risk relative to the benchmark.
- Our outlook for each of the major investment-grade fixed income sectors are as follows:
 - Federal agency securities remain expensive as most maturities offer less than five basis points of incremental yield relative to U.S. Treasuries. Over the past quarter, however, certain portions of the curve experienced modest widening and may create an opportunity to add to the sector with new issues.
 - Given light expected supply of supranationals over the coming months, new additions to the portfolio may wane. However, current allocations are expected to be maintained as the portfolio benefits from the incremental income relative to traditional agencies.
 - While fundamentals remain generally healthy and incremental income is still modestly attractive, potential headwinds in the corporate sector are beginning to temper our overall constructive guidance. As a result, our view on the sector has shifted to a more neutral and selectively opportunistic stance. We feel a market-neutral allocation is warranted, with a preference for financials and the industrial issuers with stronger fundamentals, which may help navigate looming leverage concerns, heightened merger and acquisition risks, and softer Eurozone corporate purchases.
 - In conjunction with a generally more defensive tone, negotiable certificates of deposit (CD) and asset-backed securities (ABS) offer attractive incremental income compared to other government alternatives.
 - As the Fed balance sheet is set to reduce mortgage-backed securities (MBS) exposure more significantly over the next six months, the sector may experience spread pressures through the second half of the year. As a result, we will maintain allocations to the sector with new additions focused on specific structures that limit interest rate sensitivity and are expected to outperform under potentially adverse conditions.
 - Short-term money market investors continue to reap the rewards of current monetary policy tightening and higher overnight target rates. Further, the high-quality commercial paper and negotiable certificates of deposit (CP/CD) spread curve is quite steep and attractive.

- The portfolio is in compliance with Yolo County's Investment Policy and the California Government Code.

Security Type	Market Value as of 6/30/18	% of Portfolio	% Change vs. 3/31/18	Permitted by Policy	In Compliance
U.S. Treasury	\$42,291,442	10.0%	+1.5%	100%	✓
Federal Agency	\$20,031,071	4.7%	-1.9%	100%	✓
Federal Agency CMOs	\$7,853,308	1.9%	+0.4%	100%	✓
Supranationals	\$26,672,634	6.3%	+0.2%	30%	✓
Negotiable CDs	\$56,650,330	13.4%	+0.5%	30%	✓
Corporate Notes	\$64,861,231	15.4%	+0.7%	30%	✓
Commercial Paper	\$9,311,469	2.2%	-0.1%	40%	✓
Asset-Backed Securities	\$22,122,535	5.2%	-	20%	✓
Securities Sub-Total	\$249,794,019	59.2%			
Accrued Interest	\$1,327,571				
Securities Total	\$251,121,591				
CAMP	\$137,310,225	32.5%	-3.7%	100%	✓
LAIF - Total	\$34,950,198	8.3%	+2.4%	\$65 million per account	✓
Total Investments	\$423,382,013	100.0%			

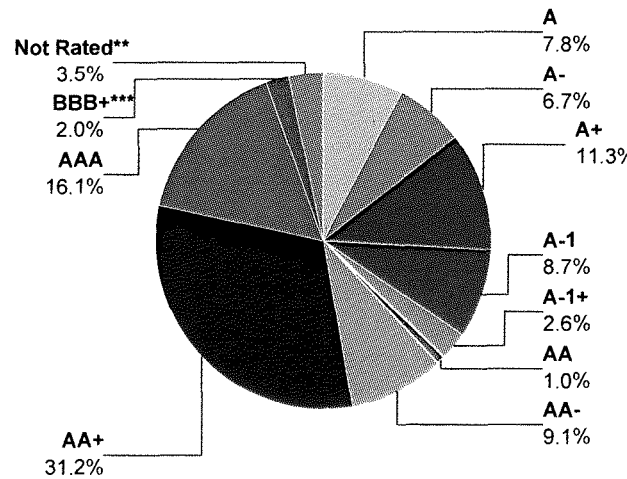
Details may not add to total due to rounding.

Portfolio Statistics

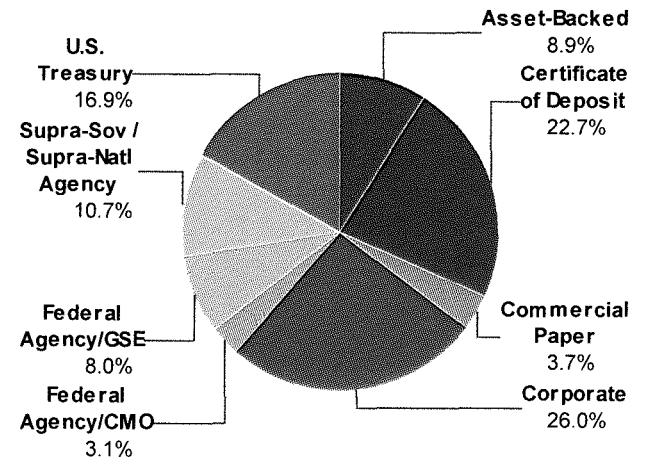
As of June 30, 2018

Par Value:	\$253,682,246
Total Market Value:	\$251,121,591
Security Market Value:	\$249,794,019
Accrued Interest:	\$1,327,571
Cash:	-
Amortized Cost:	\$253,500,249
Yield at Market:	2.66%
Yield at Cost:	2.01%
Effective Duration:	1.98 Years
Duration to Worst:	2.07 Years
Average Maturity:	2.30 Years
Average Credit: *	AA

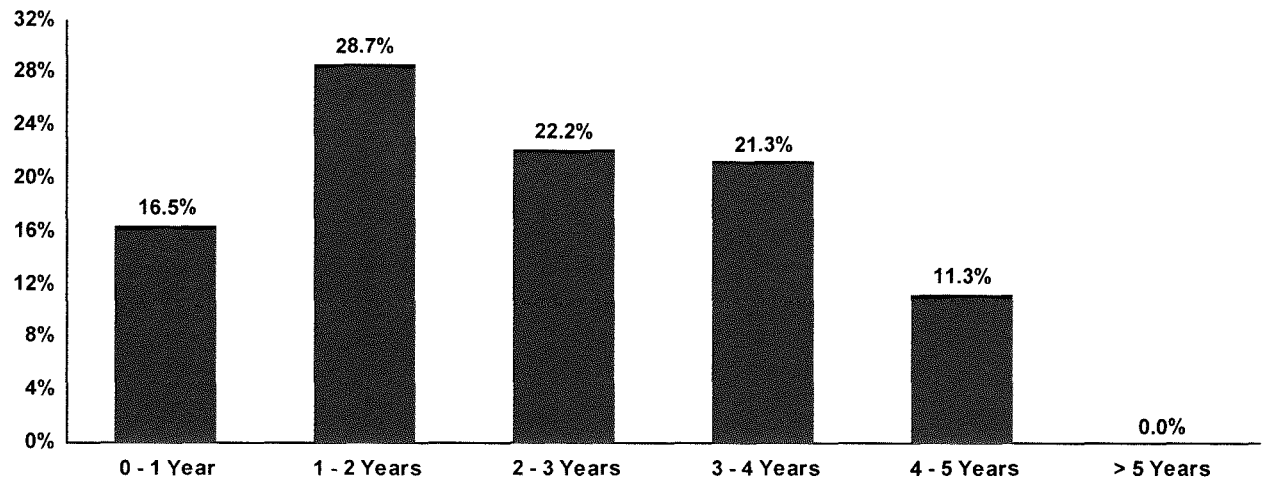
Credit Quality (S&P Ratings)



Sector Allocation



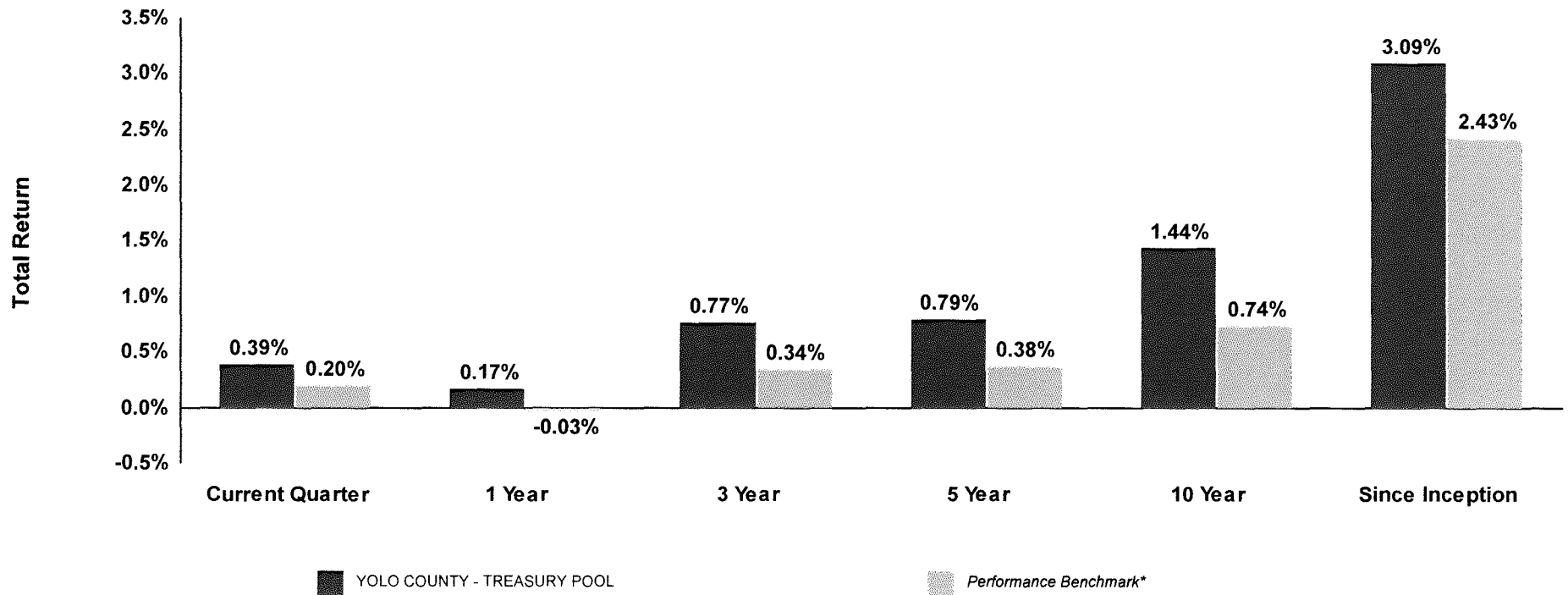
Maturity Distribution



*An average of each security's credit rating assigned a numeric value and adjusted for its relative weighting in the portfolio.
 **The "Not Rated" category comprises asset-backed securities rated Aaa by Moody's.
 ***The "BBB+" category comprises securities rated A or better by Moody's and/or Fitch.

Portfolio Performance (Total Return)

Portfolio/Benchmark	Effective Duration	Current Quarter	Annualized Return				Since Inception (06/30/98)
			1 Year	3 Year	5 Year	10 Year	
YOLO COUNTY - TREASURY POOL	1.98	0.39%	0.17%	0.77%	0.79%	1.44%	3.09%
<i>Performance Benchmark*</i>	2.10	0.20%	-0.03%	0.34%	0.38%	0.74%	2.43%
Difference		0.19%	0.20%	0.43%	0.41%	0.70%	0.66%



Portfolio performance is gross of fees unless otherwise indicated.

*The County's benchmark is the ICE Bank of America Merrill Lynch (BAML) 0-5 Year U.S. Treasury Index, as of September 30, 2017. From March 31, 2015 to September 30, 2017 the benchmark was a blend of 30% BAML 3-month Treasury index and 70% BAML 1-3 year U.S. Treasury Index. From March 31, 2002 to March 31, 2015 the benchmark was a blend of 50% BAML 1-3 Year U.S. Treasury index and 50% BAML 3-month Treasury Bill index. Prior to March 31, 2002 the benchmark was the BAML 1-3 Year U.S. Treasury index.

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
U.S. Treasury Bond / Note											
US TREASURY NOTES DTD 08/17/2009 3.625% 08/15/2019	912828LJ7	437,000.00	AA+	Aaa	2/7/2018	2/8/2018	446,917.85	2.10	5,951.41	444,368.88	442,803.80
US TREASURY NOTES DTD 09/30/2015 1.375% 09/30/2020	912828L65	1,170,000.00	AA+	Aaa	3/15/2017	3/17/2017	1,150,484.76	1.86	4,043.85	1,157,455.31	1,139,606.91
US TREASURY NOTES DTD 05/31/2016 1.375% 05/31/2021	912828R77	1,770,000.00	AA+	Aaa	8/1/2017	8/2/2017	1,750,433.20	1.67	2,061.37	1,754,995.48	1,708,119.03
US TREASURY NOTES DTD 09/02/2014 2.000% 08/31/2021	912828D72	805,000.00	AA+	Aaa	11/1/2017	11/1/2017	807,924.41	1.90	5,381.25	807,439.82	789,308.94
US TREASURY NOTES DTD 10/31/2016 1.250% 10/31/2021	912828T67	1,760,000.00	AA+	Aaa	8/1/2017	8/2/2017	1,724,731.25	1.74	3,706.52	1,732,113.64	1,681,488.16
US TREASURY N/B DTD 11/30/2016 1.750% 11/30/2021	912828U65	1,520,000.00	AA+	Aaa	9/25/2017	9/25/2017	1,518,159.38	1.78	2,253.01	1,518,497.42	1,475,112.88
US TREASURY NOTES DTD 01/31/2017 1.875% 01/31/2022	912828V72	2,340,000.00	AA+	Aaa	7/6/2017	7/11/2017	2,335,703.90	1.92	18,301.45	2,336,598.37	2,276,380.08
US TREASURY NOTES DTD 03/31/2015 1.750% 03/31/2022	912828J76	5,150,000.00	AA+	Aaa	8/30/2017	8/31/2017	5,162,875.00	1.69	22,654.37	5,160,626.77	4,979,406.25
US TREASURY NOTES DTD 03/31/2017 1.875% 03/31/2022	912828W89	1,500,000.00	AA+	Aaa	1/3/2018	1/4/2018	1,481,660.16	2.18	7,069.67	1,483,706.24	1,456,933.50
US TREASURY NOTES DTD 03/31/2017 1.875% 03/31/2022	912828W89	4,050,000.00	AA+	Aaa	12/1/2017	12/6/2017	4,009,341.80	2.12	19,088.11	4,014,523.90	3,933,720.45
US TREASURY NOTES DTD 03/31/2017 1.875% 03/31/2022	912828W89	3,780,000.00	AA+	Aaa	7/17/2017	7/17/2017	3,786,349.22	1.84	17,815.57	3,785,133.32	3,671,472.42
US TREASURY NOTES DTD 07/31/2015 2.000% 07/31/2022	912828XQ8	5,100,000.00	AA+	Aaa	8/30/2017	8/31/2017	5,164,546.88	1.73	42,546.96	5,154,013.49	4,961,744.10
US TREASURY NOTES DTD 09/30/2015 1.750% 09/30/2022	912828L57	5,115,000.00	AA+	Aaa	6/4/2018	6/6/2018	4,906,204.10	2.76	22,500.41	4,909,344.11	4,919,791.14
US TREASURY NOTES DTD 09/30/2015 1.750% 09/30/2022	912828L57	3,160,000.00	AA+	Aaa	10/3/2017	10/6/2017	3,133,090.63	1.93	13,900.55	3,136,905.42	3,039,401.76
US TREASURY N/B NOTES DTD 10/31/2017 2.000% 10/31/2022	9128283C2	5,990,000.00	AA+	Aaa	5/2/2018	5/4/2018	5,790,177.34	2.80	20,183.70	5,796,812.26	5,816,152.23

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Security Type Sub-Total		43,647,000.00					43,168,599.88	2.09	207,458.20	43,192,534.43	42,291,441.65
Supra-National Agency Bond / Note											
INTER-AMERICAN DEVELOPMENT BANK DTD 04/12/2016 1.000% 05/13/2019	458182DX7	3,500,000.00	AAA	Aaa	4/5/2016	4/12/2016	3,489,500.00	1.10	4,666.67	3,497,014.33	3,454,587.50
INTL BANK OF RECON AND DEV SN NOTE DTD 07/13/2016 0.875% 08/15/2019	459058FK4	2,340,000.00	AAA	Aaa	7/6/2016	7/13/2016	2,339,508.60	0.88	7,735.00	2,339,818.74	2,297,973.60
INTL BANK OF RECONSTRUCTION&DEV NOTES DTD 10/07/2014 1.875% 10/07/2019	459058DW0	2,500,000.00	AAA	Aaa	9/27/2017	9/29/2017	2,513,500.00	1.60	10,937.50	2,508,506.18	2,478,850.00
INTL BANK OF RECONSTRUCTION AND DEV NOTE DTD 09/19/2017 1.561% 09/12/2020	45905UP32	5,000,000.00	AAA	Aaa	9/12/2017	9/19/2017	4,988,000.00	1.64	23,631.81	4,991,094.80	4,875,750.00
INTER-AMERICAN DEVELOPMENT BANK DTD 11/08/2013 2.125% 11/09/2020	4581X0CD8	5,260,000.00	AAA	Aaa	10/2/2017	10/10/2017	5,308,755.49	1.81	16,145.28	5,297,542.88	5,189,253.00
INTERNATIONAL FINANCE CORPORATION NOTE DTD 01/25/2018 2.250% 01/25/2021	45950KCM0	2,115,000.00	AAA	Aaa	1/18/2018	1/25/2018	2,108,781.90	2.35	20,621.25	2,109,654.02	2,089,909.76
INTERNATIONAL FINANCE CORPORATION NOTE DTD 03/16/2018 2.635% 03/09/2021	45950VLQ7	3,890,000.00	AAA	Aaa	3/9/2018	3/16/2018	3,887,082.50	2.66	29,896.27	3,887,352.23	3,856,250.36
INTL BANK OF RECONSTRUCTION AND DEV NOTE DTD 01/26/2017 2.000% 01/26/2022	459058FY4	2,500,000.00	AAA	Aaa	9/6/2017	9/8/2017	2,528,050.00	1.73	21,527.78	2,523,015.03	2,430,060.00
Security Type Sub-Total		27,105,000.00					27,163,178.49	1.75	135,161.56	27,153,998.21	26,672,634.22
Federal Agency Collateralized Mortgage Obligation											
FNMA SERIES M4 FA DTD 03/01/2015 2.158% 09/01/2018	3136AMTM1	126,371.28	AA+	Aaa	3/12/2015	3/31/2015	126,338.89	0.38	227.23	126,371.28	126,202.46

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Federal Agency Collateralized Mortgage Obligation											
FNMA SERIES 2015-M8 FA DTD 05/01/2015 2.118% 11/01/2018	3136ANMF1	258,457.05	AA+	Aaa	5/13/2015	5/29/2015	258,395.78	0.36	456.12	258,457.05	258,326.24
FNMA SERIES 2015-M15 ASQ2 DTD 11/01/2015 1.898% 01/01/2019	3136AQSW1	254,662.38	AA+	Aaa	11/6/2015	11/30/2015	257,208.97	1.20	402.81	254,768.86	253,882.99
FNMA SERIES 2015-M10 FA DTD 06/01/2015 2.198% 03/01/2019	3136ANA98	399,865.92	AA+	Aaa	6/12/2015	6/30/2015	399,750.20	0.43	732.34	399,865.92	399,373.45
FNMA SERIES 2016-M9 ASQ2 DTD 06/01/2016 1.785% 06/01/2019	3136ASPX8	841,045.77	AA+	Aaa	6/9/2016	6/30/2016	849,455.80	1.05	1,251.06	842,768.11	837,736.68
FANNIE MAE SERIES 2015-M13 ASQ2 DTD 10/01/2015 1.646% 09/01/2019	3136AQDQ0	877,799.55	AA+	Aaa	10/7/2015	10/30/2015	886,589.74	1.08	1,204.05	879,595.50	873,301.09
FNMA SERIES 2015-M12 FA DTD 09/01/2015 2.288% 04/01/2020	3136AP3Z3	1,812,961.36	AA+	Aaa	9/10/2015	9/30/2015	1,812,308.68	0.54	3,456.34	1,812,961.36	1,811,882.10
FNA 2018-M5 A2 DTD 04/01/2018 3.560% 09/25/2021	3136B1XP4	1,915,000.00	AA+	Aaa	4/11/2018	4/30/2018	1,953,091.27	2.27	5,681.17	1,951,964.67	1,942,078.29
FHLMC MULTIFAMILY STRUCTURED P POOL DTD 12/01/2015 3.090% 08/25/2022	3137BM6P6	1,350,000.00	AA+	Aaa	4/4/2018	4/9/2018	1,361,496.09	2.61	3,476.25	1,360,854.27	1,350,524.21
Security Type Sub-Total		7,836,163.31					7,904,635.42	1.45	16,887.37	7,887,607.02	7,853,307.51
Federal Agency Bond / Note											
FNMA NOTES DTD 09/02/2016 1.000% 08/28/2019	3135G0P49	5,020,000.00	AA+	Aaa	8/31/2016	9/2/2016	5,012,168.80	1.05	17,151.67	5,016,936.04	4,937,897.90
FREDDIE MAC GLOBAL NOTES DTD 10/02/2012 1.250% 10/02/2019	3137EADM8	1,120,000.00	AA+	Aaa	6/21/2017	6/23/2017	1,114,668.80	1.46	3,461.11	1,117,046.96	1,102,982.72
FANNIE MAE GLOBAL NOTES DTD 10/25/2016 1.000% 10/24/2019	3135G0R39	3,035,000.00	AA+	Aaa	1/3/2017	1/5/2017	2,992,054.75	1.52	5,648.47	3,014,654.54	2,977,222.71
FREDDIE MAC NOTES DTD 01/17/2017 1.500% 01/17/2020	3137EAAE5	4,250,000.00	AA+	Aaa	4/3/2017	4/5/2017	4,247,790.00	1.52	29,041.67	4,248,778.89	4,183,236.75
FREDDIE MAC NOTES DTD 01/17/2017 1.500% 01/17/2020	3137EAAE5	2,355,000.00	AA+	Aaa	2/1/2017	2/3/2017	2,348,241.15	1.60	16,092.50	2,351,431.80	2,318,005.31

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Federal Agency Bond / Note											
FHLMC AGENCY NOTES DTD 04/20/2017 1.375% 04/20/2020	3137EAEF2	1,635,000.00	AA+	Aaa	4/19/2017	4/20/2017	1,629,408.30	1.49	4,433.80	1,631,610.78	1,601,016.53
FHLB NOTES DTD 09/08/2017 1.375% 09/28/2020	3130ACE26	390,000.00	AA+	Aaa	1/3/2018	1/4/2018	382,999.50	2.05	1,385.31	384,234.49	379,177.50
FANNIE MAE NOTES DTD 04/13/2018 2.500% 04/13/2021	3135G0U27	2,545,000.00	AA+	Aaa	4/12/2018	4/13/2018	2,541,207.95	2.55	13,785.42	2,541,473.22	2,531,531.86
Security Type Sub-Total		20,350,000.00					20,268,539.25	1.55	90,999.95	20,306,166.72	20,031,071.28
Corporate Note											
JOHN DEERE CAPITAL CORP NOTE DTD 09/11/2015 1.750% 08/10/2018	24422ETA7	4,365,000.00	A	A2	9/8/2015	9/11/2015	4,360,722.30	1.78	29,918.44	4,364,836.62	4,362,031.80
JOHN DEERE CAPITAL CORP NOTE DTD 01/08/2016 1.950% 01/08/2019	24422ETE9	1,245,000.00	A	A2	1/5/2016	1/8/2016	1,244,925.30	1.95	11,666.69	1,244,986.75	1,241,215.20
AMERICAN HONDA FINANCE CORP NOTES DTD 02/23/2016 1.700% 02/22/2019	02665WBA8	615,000.00	A+	A2	2/18/2016	2/23/2016	614,877.00	1.71	3,746.38	614,973.13	611,548.01
BERKSHIRE HATHAWAY INC NOTES DTD 03/15/2016 1.700% 03/15/2019	084664CG4	1,435,000.00	AA	Aa2	3/8/2016	3/15/2016	1,433,909.40	1.73	7,182.97	1,434,738.61	1,427,527.96
BERKSHIRE HATHAWAY INC CORPORATE NOTES DTD 08/15/2016 1.300% 08/15/2019	084664CK5	1,200,000.00	AA	Aa2	8/8/2016	8/15/2016	1,198,836.00	1.33	5,893.33	1,199,559.25	1,181,943.60
CISCO SYSTEMS INC CORP NOTES DTD 09/20/2016 1.400% 09/20/2019	17275RBG6	2,460,000.00	AA-	A1	9/13/2016	9/20/2016	2,457,269.40	1.44	9,662.33	2,458,876.30	2,425,350.90
WELLS FARGO & CO CORP BONDS DTD 02/02/2015 2.150% 01/30/2020	94974BGF1	3,000,000.00	A-	A2	2/1/2017	2/3/2017	2,992,740.00	2.23	27,054.17	2,996,106.81	2,957,913.00
APPLE INC BONDS DTD 02/09/2017 1.900% 02/07/2020	037833CK4	3,505,000.00	AA+	Aa1	2/2/2017	2/9/2017	3,503,282.55	1.92	26,638.00	3,504,069.42	3,460,714.33
AMERICAN EXPRESS CREDIT (CALLABLE) NOTE DTD 03/03/2017 2.200% 03/03/2020	0258M0EE5	1,605,000.00	A-	A2	2/28/2017	3/3/2017	1,603,330.80	2.24	11,573.83	1,604,056.21	1,583,942.40

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Corporate Note											
TOYOTA MOTOR CREDIT CORP DTD 04/17/2017 1.950% 04/17/2020	89236TDU6	1,985,000.00	AA-	Aa3	4/11/2017	4/17/2017	1,984,086.90	1.97	7,956.54	1,984,447.57	1,950,852.05
UNILEVER CAPITAL CORP BONDS DTD 05/05/2017 1.800% 05/05/2020	904764AV9	375,000.00	A+	A1	5/2/2017	5/5/2017	373,803.75	1.91	1,050.00	374,256.67	368,627.63
AMERICAN EXP CREDIT CORP NT (CALLABLE) DTD 05/26/2015 2.375% 05/26/2020	0258M0DT3	2,875,000.00	A-	A2	9/7/2017	9/11/2017	2,914,617.50	1.85	6,638.45	2,902,675.90	2,833,275.13
IBM CREDIT CORP NOTE DTD 09/08/2017 1.800% 01/20/2021	44932HAB9	2,700,000.00	A+	A1	9/8/2017	9/12/2017	2,692,062.00	1.89	21,735.00	2,693,901.08	2,616,327.00
BRANCH BANKING & TRUST (CALLABLE) NOTES DTD 10/26/2017 2.150% 02/01/2021	05531FAZ6	1,375,000.00	A-	A2	10/23/2017	10/26/2017	1,374,367.50	2.17	12,317.71	1,374,480.09	1,337,188.88
JP MORGAN CHASE & CO CORP NT (CALLABLE) DTD 03/01/2016 2.550% 03/01/2021	46625HQJ2	3,025,000.00	A-	A3	7/10/2017	7/13/2017	3,043,936.50	2.37	25,712.50	3,038,973.23	2,964,463.70
EXXON MOBIL CORPORATE (CALLABLE) NOTES DTD 03/03/2016 2.222% 03/01/2021	30231GAV4	4,255,000.00	AA+	Aaa	9/6/2017	9/8/2017	4,314,910.40	1.80	31,515.37	4,300,890.90	4,176,686.73
BANK OF NEW YORK MELLON CORP (CALLABLE) DTD 02/19/2016 2.500% 04/15/2021	06406FAA1	5,000,000.00	A	A1	9/7/2017	9/11/2017	5,088,600.00	1.99	26,388.89	5,068,840.80	4,907,985.00
BANK OF AMERICA CORP NOTE DTD 04/19/2016 2.625% 04/19/2021	06051GFW4	2,635,000.00	A-	A3	11/1/2017	11/3/2017	2,654,736.15	2.40	13,833.75	2,651,099.11	2,588,563.40
AMERICAN EXPRESS CREDIT (CALLABLE) NOTES DTD 05/05/2016 2.250% 05/05/2021	0258M0EB1	1,375,000.00	A-	A2	8/8/2017	8/11/2017	1,377,956.25	2.19	4,812.50	1,377,275.61	1,336,130.13
AMERICAN HONDA FINANCE DTD 07/12/2016 1.650% 07/12/2021	02665WBF7	2,000,000.00	A+	A2	8/8/2017	8/11/2017	1,968,900.00	2.06	15,491.67	1,975,745.30	1,913,636.00
GOLDMAN SACHS GROUP CORP NOTES DTD 07/27/2011 5.250% 07/27/2021	38141GGQ1	2,380,000.00	BBB+	A3	11/3/2017	11/7/2017	2,608,218.20	2.53	53,450.83	2,569,948.06	2,501,213.40

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Corporate Note											
AMERICAN HONDA FINANCE CORP NOTES DTD 09/09/2016 1.700% 09/09/2021	02665WBG5	2,500,000.00	A+	A2	9/6/2017	9/8/2017	2,476,050.00	1.95	13,222.22	2,480,774.08	2,395,145.00
CITIGROUP INC CORP (CALLABLE) NOTE DTD 12/08/2016 2.900% 12/08/2021	172967LC3	2,635,000.00	BBB+	Baa1	11/20/2017	11/22/2017	2,652,997.05	2.72	4,882.07	2,650,378.07	2,581,311.88
NATIONAL RURAL UTIL COOP CORP NOTES DTD 02/02/2012 3.050% 02/15/2022	637432MQ5	540,000.00	A	A1	4/3/2018	4/5/2018	539,325.00	3.08	6,222.00	539,372.17	536,278.32
CHEVRON CORP CORP (CALLABLE) NOTES DTD 03/03/2017 2.498% 03/03/2022	166764BN9	1,650,000.00	AA-	Aa2	8/8/2017	8/11/2017	1,671,136.50	2.20	13,510.02	1,667,113.44	1,618,518.00
BB&T CORP (CALLABLE) NOTES DTD 03/21/2017 2.750% 04/01/2022	05531FAX1	1,225,000.00	A-	A2	4/3/2018	4/5/2018	1,202,251.75	3.25	8,421.88	1,203,539.78	1,196,562.85
NATIONAL RURAL UTIL COOP CORP NOTES DTD 04/25/2017 2.400% 04/25/2022	637432NM3	540,000.00	A	A1	4/3/2018	4/5/2018	525,231.00	3.12	2,376.00	526,058.25	521,598.96
TOYOTA MOTOR CREDIT CORP DTD 09/08/2017 2.150% 09/08/2022	89236TEC5	3,400,000.00	AA-	Aa3	9/8/2017	9/12/2017	3,391,840.00	2.20	22,945.28	3,393,098.31	3,242,590.20
VISA INC (CALLABLE) NOTE DTD 09/11/2017 2.150% 09/15/2022	92826CAG7	2,700,000.00	A+	A1	9/21/2017	9/25/2017	2,684,070.00	2.28	17,092.50	2,686,420.32	2,588,009.40
UNITED PARCEL SERVICE CORP NOTES DTD 09/27/2012 2.450% 10/01/2022	911312AQ9	1,480,000.00	A+	A1	3/1/2018	3/5/2018	1,443,162.80	3.04	9,065.00	1,445,618.82	1,434,080.04
Security Type Sub-Total		66,080,000.00					66,392,152.00	2.11	451,976.32	66,327,110.66	64,861,230.90
Commercial Paper											
JP MORGAN SECURITIES LLC COMM PAPER DTD 10/23/2017 0.000% 07/20/2018	46640QGL9	3,190,000.00	A-1	P-1	10/24/2017	10/24/2017	3,149,954.87	1.70	0.00	3,187,171.52	3,186,290.03

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Commercial Paper											
CREDIT AGRICOLE CIB NY COMM PAPER DTD 01/25/2018 0.000% 07/24/2018	22533UGQ0	3,500,000.00	A-1	P-1	1/25/2018	1/25/2018	3,466,925.00	1.91	0.00	3,495,773.75	3,495,383.50
CREDIT AGRICOLE CIB NY COMM PAPER DTD 01/25/2018 0.000% 07/24/2018	22533UGQ0	865,000.00	A-1	P-1	2/28/2018	2/28/2018	857,843.57	2.06	0.00	863,872.62	863,859.07
BNP PARIBAS NY BRANCH COMM PAPER DTD 03/14/2018 0.000% 12/07/2018	09659CM70	1,785,000.00	A-1	P-1	6/7/2018	6/7/2018	1,763,585.95	2.39	0.00	1,766,394.34	1,765,936.20
Security Type Sub-Total		9,340,000.00					9,238,309.39	1.94	0.00	9,313,212.23	9,311,468.80
Certificate of Deposit											
SVENSKA HANDELSBANKEN NY LT CD DTD 01/12/2017 1.890% 01/10/2019	86958JHB8	6,445,000.00	A-1+	P-1	1/10/2017	1/12/2017	6,445,000.00	1.91	58,198.35	6,445,000.00	6,417,009.37
BANK OF MONTREAL CHICAGO CERT DEPOS DTD 02/09/2017 1.880% 02/07/2019	06427KRC3	6,445,000.00	A-1	P-1	2/8/2017	2/9/2017	6,445,000.00	1.90	48,466.40	6,445,000.00	6,432,992.97
BANK OF NOVA SCOTIA HOUSTON LT CD DTD 04/06/2017 1.910% 04/05/2019	06417GUE6	585,000.00	A-1	P-1	4/5/2017	4/6/2017	585,000.00	1.91	2,700.26	585,000.00	581,602.32
SUMITOMO MITSUI BANK NY CD DTD 05/04/2017 2.050% 05/03/2019	86563YVNO	5,500,000.00	A-1	P-1	5/3/2017	5/4/2017	5,500,000.00	2.05	18,478.47	5,500,000.00	5,476,614.00
SKANDINAV ENSKILDA BANKEN NY CD DTD 08/04/2017 1.840% 08/02/2019	83050FXT3	5,000,000.00	A+	Aa2	8/3/2017	8/4/2017	4,998,050.00	1.85	38,077.78	4,998,936.60	4,956,865.00
MUFG BANK LTD/NY CERT DEPOS DTD 09/27/2017 2.070% 09/25/2019	06539RGM3	2,700,000.00	A	A1	9/25/2017	9/27/2017	2,700,000.00	2.07	43,004.25	2,700,000.00	2,673,002.70
CREDIT SUISSE NEW YORK CERT DEPOS DTD 02/08/2018 2.670% 02/07/2020	22549LFR1	2,620,000.00	A	A1	2/7/2018	2/8/2018	2,620,000.00	2.67	27,787.28	2,620,000.00	2,619,903.06

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Certificate of Deposit											
NORDEA BANK AB NY CD DTD 02/22/2018 2.720% 02/20/2020	65590ASN7	3,910,000.00	AA-	Aa3	2/20/2018	2/22/2018	3,910,000.00	2.72	38,109.47	3,910,000.00	3,889,374.75
UBS AG STAMFORD CT LT CD DTD 03/06/2018 2.900% 03/02/2020	90275DHG8	3,890,000.00	A+	Aa2	3/2/2018	3/6/2018	3,890,000.00	2.93	36,663.25	3,890,000.00	3,902,790.32
CANADIAN IMP BK COMM NY FLT CERT DEPOS DTD 04/10/2018 2.731% 04/10/2020	13606BVF0	3,105,000.00	A+	A1	4/6/2018	4/10/2018	3,105,000.00	2.78	19,360.69	3,105,000.00	3,104,993.79
CREDIT AGRICOLE CIB NY FLT CERT DEPOS DTD 04/10/2018 2.801% 04/10/2020	22532XHT8	2,545,000.00	A	A1	4/6/2018	4/10/2018	2,545,000.00	2.85	16,274.69	2,545,000.00	2,547,812.23
BANK OF NOVA SCOTIA HOUSTON CD DTD 06/07/2018 3.080% 06/05/2020	06417GU22	4,400,000.00	A+	A1	6/5/2018	6/7/2018	4,398,328.00	3.10	9,034.67	4,398,382.03	4,424,415.60
WESTPAC BANKING CORP NY CD DTD 08/07/2017 2.050% 08/03/2020	96121T4A3	4,490,000.00	AA-	Aa3	8/3/2017	8/7/2017	4,490,000.00	2.05	36,818.00	4,490,000.00	4,418,941.26
SWEDBANK (NEW YORK) CERT DEPOS DTD 11/17/2017 2.270% 11/16/2020	87019U6D6	5,315,000.00	AA-	Aa2	11/16/2017	11/17/2017	5,315,000.00	2.30	15,416.45	5,315,000.00	5,204,012.17
Security Type Sub-Total		56,950,000.00					56,946,378.00	2.32	408,390.01	56,947,318.63	56,650,329.54
Asset-Backed Security / Collateralized Mortgage Obligation											
NISSAN ABS 2015-A A3 DTD 04/14/2015 1.050% 10/15/2019	65477UAC4	140,648.98	NR	Aaa	4/7/2015	4/14/2015	140,619.42	1.06	65.64	140,642.15	140,492.44
TOYOTA ABS 2016-A A3 DTD 03/02/2016 1.250% 03/15/2020	89237KAD5	961,630.78	AAA	Aaa	2/23/2016	3/2/2016	961,576.26	1.25	534.24	961,610.75	957,066.30
NISSAN ABS 2015-B A3 DTD 07/22/2015 1.340% 03/15/2020	65475WAD0	742,094.03	NR	Aaa	7/15/2015	7/22/2015	742,035.04	1.34	441.96	742,075.93	739,477.78
TOYOTA ABS 2016-C A3 DTD 08/10/2016 1.140% 08/15/2020	89237WAD9	656,313.23	AAA	Aaa	8/1/2016	8/10/2016	656,295.64	1.14	332.53	656,305.01	651,145.42
HYUNDAI ABS 2016-A A3 DTD 03/30/2016 1.560% 09/15/2020	44930UAD8	702,254.93	AAA	Aaa	3/22/2016	3/30/2016	702,118.69	1.57	486.90	702,193.90	698,773.01

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Asset-Backed Security / Collateralized Mortgage Obligation											
NISSAN ABS 2016-B A3 DTD 04/27/2016 1.320% 01/15/2021	65478VAD9	551,140.26	NR	Aaa	4/18/2016	4/27/2016	551,054.78	1.33	323.34	551,099.16	546,034.39
TOYOTA ABS 2017-A A3 DTD 03/15/2017 1.730% 02/15/2021	89238MAD0	700,000.00	AAA	Aaa	3/7/2017	3/15/2017	699,917.61	1.74	538.22	699,944.06	693,181.86
JOHN DEERE ABS 2017-A A3 DTD 03/02/2017 1.780% 04/15/2021	47787XAC1	650,000.00	NR	Aaa	2/22/2017	3/2/2017	649,907.44	1.79	514.22	649,921.36	643,937.32
ALLY ABS 2017-1 A3 DTD 01/31/2017 1.700% 06/15/2021	02007PAC7	930,000.00	NR	Aaa	1/24/2017	1/31/2017	929,918.72	1.70	702.67	929,946.48	922,289.18
HONDA ABS 2017-1 A3 DTD 03/28/2017 1.720% 07/21/2021	43814TAC6	1,265,000.00	NR	Aaa	3/21/2017	3/28/2017	1,264,924.73	1.72	604.39	1,264,931.03	1,252,305.98
ALLY ABS 2017-2 A3 DTD 03/29/2017 1.780% 08/15/2021	02007HAC5	2,205,000.00	NR	Aaa	3/21/2017	3/29/2017	2,204,740.03	1.79	1,744.40	2,204,818.31	2,185,332.28
HYUNDAI ABS 2017-A A3 DTD 03/29/2017 1.760% 08/15/2021	44931PAD8	1,185,000.00	AAA	NR	3/22/2017	3/29/2017	1,184,904.13	1.76	926.93	1,184,904.13	1,169,696.55
HONDA ABS 2017-2 A3 DTD 06/27/2017 1.680% 08/15/2021	43811BAC8	2,750,000.00	AAA	Aaa	6/20/2017	6/27/2017	2,749,762.13	1.68	2,053.33	2,749,817.76	2,709,557.95
JOHN DEERE ABS 2017-B A3 DTD 07/15/2017 1.820% 10/15/2021	47788BAD6	800,000.00	NR	Aaa	7/11/2017	7/18/2017	799,941.44	1.82	647.11	799,953.55	788,377.20
HAROT 2017-4 A3 DTD 11/29/2017 2.050% 11/21/2021	43813FAC7	1,480,000.00	NR	Aaa	11/22/2017	11/29/2017	1,479,791.47	2.06	842.78	1,479,820.76	1,459,919.21
TAOT 2017-D A3 DTD 11/15/2017 1.930% 01/15/2022	89238KAD4	1,650,000.00	AAA	Aaa	11/7/2017	11/15/2017	1,649,847.87	2.26	1,415.33	1,649,870.08	1,623,760.38
HYUNDAI ABS 2017-B A3 DTD 08/16/2017 1.770% 01/15/2022	44932GAD7	2,095,000.00	AAA	Aaa	8/9/2017	8/16/2017	2,094,636.94	1.78	1,648.07	2,094,706.70	2,058,839.04
ALLYA 2017-5 A3 DTD 11/22/2017 1.990% 03/15/2022	02007YAC8	2,060,000.00	AAA	Aaa	11/14/2017	11/22/2017	2,059,840.14	1.99	1,821.96	2,059,861.84	2,035,164.85
HART 2018-A A3 DTD 04/18/2018 2.790% 07/15/2022	44891KAD7	850,000.00	AAA	Aaa	4/10/2018	4/18/2018	849,871.99	2.80	1,054.00	849,877.85	847,184.04
Security Type Sub-Total		22,374,082.21					22,371,704.47	1.80	16,698.02	22,372,300.81	22,122,535.18

Managed Account Detail of Securities Held

Security Type/Description Dated Date/Coupon/Maturity	CUSIP	Par	S&P Rating	Moody's Rating	Trade Date	Settle Date	Original Cost	YTM at Cost	Accrued Interest	Amortized Cost	Market Value
Managed Account Sub Total		253,682,245.52					253,453,496.90	2.01	1,327,571.43	253,500,248.71	249,794,019.08
Securities Sub-Total		\$253,682,245.52					\$253,453,496.90	2.01%	\$1,327,571.43	\$253,500,248.71	\$249,794,019.08
Accrued Interest											\$1,327,571.43
Total Investments											\$251,121,590.51

Bolded items are forward settling trades.

IMPORTANT DISCLOSURES

This material is based on information obtained from sources generally believed to be reliable and available to the public; however, PFM Asset Management LLC cannot guarantee its accuracy, completeness or suitability. This material is for general information purposes only and is not intended to provide specific advice or a specific recommendation. All statements as to what will or may happen under certain circumstances are based on assumptions, some, but not all of which, are noted in the presentation. Assumptions may or may not be proven correct as actual events occur, and results may depend on events outside of your or our control. Changes in assumptions may have a material effect on results. Past performance does not necessarily reflect and is not a guaranty of future results. The information contained in this presentation is not an offer to purchase or sell any securities.

- Market values that include accrued interest are derived from closing bid prices as of the last business day of the month as supplied by Interactive Data, Bloomberg, or Telerate. Where prices are not available from generally recognized sources, the securities are priced using a yield based matrix system to arrive at an estimated market value.
- In accordance with generally accepted accounting principles, information is presented on a trade date basis; forward settling purchases are included in the monthly balances, and forward settling sales are excluded.
- Performance is presented in accordance with the CFA Institute's Global Investment Performance Standards (GIPS). Unless otherwise noted, performance is shown gross of fees. Quarterly returns are presented on an unannualized basis. Returns for periods greater than one year are presented on an annualized basis. Past performance is not indicative of future returns.
- Bank of America/Merrill Lynch Indices provided by Bloomberg Financial Markets.
- Money market fund/cash balances are included in performance and duration computations.
- Standard & Poor's is the source of the credit ratings. Distribution of credit rating is exclusive of money market fund/LGIP holdings.
- Callable securities in the portfolio are included in the maturity distribution analysis to their stated maturity date, although, they may be called prior to maturity.
- MBS maturities are represented by expected average life.

GLOSSARY

- **ACCRUED INTEREST:** Interest that is due on a bond or other fixed income security since the last interest payment was made.
- **AGENCIES:** Federal agency securities and/or Government-sponsored enterprises.
- **AMORTIZED COST:** The original cost of the principal of the security is adjusted for the amount of the periodic reduction of any discount or premium from the purchase date until the date of the report. Discount or premium with respect to short-term securities (those with less than one year to maturity at time of issuance) is amortized on a straight line basis. Such discount or premium with respect to longer-term securities is amortized using the constant yield basis.
- **BANKERS' ACCEPTANCE:** A draft or bill or exchange accepted by a bank or trust company. The accepting institution guarantees payment of the bill as well as the insurer.
- **COMMERCIAL PAPER:** An unsecured obligation issued by a corporation or bank to finance its short-term credit needs, such as accounts receivable and inventory.
- **CONTRIBUTION TO DURATION:** Represents each sector or maturity range's relative contribution to the overall duration of the portfolio measured as a percentage weighting. Since duration is a key measure of interest rate sensitivity, the contribution to duration measures the relative amount or contribution of that sector or maturity range to the total rate sensitivity of the portfolio.
- **DURATION TO WORST:** A measure of the sensitivity of a security's price to a change in interest rates, stated in years, computed from cash flows to the maturity date or to the put date, whichever results in the highest yield to the investor.
- **EFFECTIVE DURATION:** A measure of the sensitivity of a security's price to a change in interest rates, stated in years.
- **EFFECTIVE YIELD:** The total yield an investor receives in relation to the nominal yield or coupon of a bond. Effective yield takes into account the power of compounding on investment returns, while nominal yield does not.
- **FDIC:** Federal Deposit Insurance Corporation. A federal agency that insures bank deposits to a specified amount.
- **INTEREST RATE:** Interest per year divided by principal amount and expressed as a percentage.
- **MARKET VALUE:** The value that would be received or paid for an investment in an orderly transaction between market participants at the measurement date.
- **MATURITY:** The date upon which the principal or stated value of an investment becomes due and payable.
- **NEGOTIABLE CERTIFICATES OF DEPOSIT:** A CD with a very large denomination, usually \$1 million or more, that can be traded in secondary markets.
- **PAR VALUE:** The nominal dollar face amount of a security.

GLOSSARY

- **PASS THROUGH SECURITY:** A security representing pooled debt obligations that passes income from debtors to its shareholders. The most common type is the mortgage-backed security.
- **REPURCHASE AGREEMENTS:** A holder of securities sells these securities to an investor with an agreement to repurchase them at a fixed price on a fixed date.
- **SETTLE DATE:** The date on which the transaction is settled and monies/securities are exchanged. If the settle date of the transaction (i.e., coupon payments and maturity proceeds) occurs on a non-business day, the funds are exchanged on the next business day.
- **TRADE DATE:** The date on which the transaction occurred; however, the final consummation of the security transaction and payment has not yet taken place.
- **UNSETTLED TRADE:** A trade which has been executed; however, the final consummation of the security transaction and payment has not yet taken place.
- **U.S. TREASURY:** The department of the U.S. government that issues Treasury securities.
- **YIELD:** The rate of return based on the current market value, the annual interest receipts, maturity value, and the time period remaining until maturity, stated as a percentage on an annualized basis.
- **YTM AT COST:** The yield to maturity at cost is the expected rate of return based on the original cost, the annual interest receipts, maturity value, and the time period from purchase date to maturity, stated as a percentage on an annualized basis.
- **YTM AT MARKET:** The yield to maturity at market is the rate of return based on the current market value, the annual interest receipts, maturity value, and the time period remaining until maturity, stated as a percentage on an annualized basis.

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

SUBJECT: Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of April, May & June 2018	AGENDA ITEM #: 4.16
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: <div style="text-align: center;">Deborah Bruns</div>
<u>BACKGROUND:</u>	DATE: August 29, 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 for the
Washington Unified School District
Quarter of April, May, June 2018***

August 16, 2018

Norma Alcala, President
Washington USD Board of Education
930 Westacre Road
West Sacramento, CA 95691

Dear Ms. Alcala;

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 fourth 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 Williams Settlement Monitoring Team's visits and reviews at Elkhorn Village Elementary, Riverbank K-8, Stonegate K-8, and Westfield Village Elementary Schools for the period of April, May, June 2018.

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
1. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure.

While the Uniform Complaint data are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have a complete understanding of the environment in which Elkhorn Village Elementary, Riverbank Elementary, Stonegate Elementary, and Westfield Village Elementary Schools, are functioning.

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

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

My findings were as follows:

Instructional Materials:

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.

School Facilities:

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.

School Accountability Report Card:

Elkhorn Village Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: School Facility Conditions and Planned Improvements shows no list of repairs needed

and no actions taken or planned for the repairs.

All findings reported for in the 3rd quarter were remedied.

Riverbank Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: School Facility Conditions and Planned Improvements shows no list of repairs needed and no actions taken or planned for the repairs.

All findings reported for in the 3rd quarter were remedied.

Stonegate Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: School Facility Conditions and Planned Improvements shows Electrical was reported as “fair” and should be reported as “poor”, and no list of repairs needed and no actions taken or planned for the repairs.

All findings reported for in the 3rd quarter were remedied.

Westfield Village Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18) shows materials listed for students 5th-12th grades that should be deleted. School Facility Conditions and Planned Improvements shows no list of repairs needed and no actions taken or planned for the repairs.

All findings reported for in the 3rd quarter were remedied.

Teacher Misassignments and Teacher Vacancies:

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

Uniform Complaints:

A review of the quarterly submission showed that no complaints were filed with the district during the 3rd quarter.

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

Please extend to your governing board, administration, and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Jesse Ortiz, Ed.D.
Superintendent

cc: Linda C. Luna, Superintendent, Washington Unified School District

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints for
Winters Joint Unified District
Quarter of April, May, June 2018***

August 16, 2018

Robert Warren, President
Winters JUSD Board of Education
909 West Grant Avenue
Winters, CA 95694

Dear Mr. Warren:

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 fourth 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 Williams Settlement Monitoring Team's visit and review at Waggoner Elementary Site of Winters Elementary for the period of April, May, June 2018.

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 Waggoner Elementary Site of Winters Elementary is functioning.

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

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

My findings for Waggoner Elementary Site were as follows:

Instructional Materials:

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

School Facilities:

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

School Accountability Report Card:

The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18) the year of adoption for materials was missing.

All findings reported for in the 3rd quarter were remedied.

Teacher Misassignments and Teacher Vacancies:

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

Uniform Complaints:

A review of the quarterly submission showed that no complaints were filed with the district during the 2nd quarter.

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

Please extend to your governing board, administration, and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Jesse Ortiz, Ed.D.
Superintendent

cc: Todd Cutler, Ed.D., Superintendent, Winters Joint Unified School District

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints for the
Woodland Joint Unified School District
Quarter of April, May, June 2018***

August 16, 2018

Michael Pyeatt, President
Woodland JUSD Board of Education
435 Sixth Street
Woodland, CA 95695

Dear Mr. Pyeatt,

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 fourth quarterly report for fiscal year 2017-18 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my Williams Monitoring Team's visits and reviews at Dingle Elementary, Freeman Elementary, Gibson Elementary, Ramón S. Tafoya Elementary, and Woodland Prairie Elementary Schools for the period of April, May, June 2018.

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 Dingle Elementary, Freeman Elementary, Gibson Elementary, Ramón S. Tafoya Elementary, and Woodland Prairie Elementary Schools are functioning.

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

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

My findings were as follows:

Instructional Materials:

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:

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 Accountability Report Card:

Dingle Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Freeman Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Gibson Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Ramón S. Tafoya Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Woodland Prairie Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Teacher Misassignments and Teacher Vacancies:

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

Uniform Complaints:

A review of the quarterly submission showed that no complaints were filed with the district during the 3rd quarter.

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

Please extend to your governing board, administration, and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Jesse Ortiz, Ed.D.
Superintendent

cc: Tom Pritchard, Superintendent, Woodland Joint Unified School District

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

SUBJECT: Quarterly Report on Williams Uniform Complaints for YCOE Operated Schools Covering the Months of April, May and June 2018.	AGENDA ITEM #: 4.17
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: <p align="center">Deb Bruns</p>
BACKGROUND:	DATE: August 29, 2018

Statutory changes to the Williams Settlement as stated in California Education Code 35186 (d) requires that a school district report summarized data on the nature and resolution of all Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. Further, the summaries must be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report must include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses must be available as public records.

Education Code 35186 (a) states that a school district shall use the Uniform Complaint process it has adopted as required by Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations, with modifications, as necessary, to help identify and resolve any deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment,

The Quarterly Report on Williams Uniform Complaints Education Code 35186 is attached for Yolo County Office of Education operated schools.

RECOMMENDATION/COMMENTS: For information.

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints
Quarter of April, May, June 2018***

August 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 fourth quarterly report for fiscal year 2017-2018 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits to the Williams schools in the Washington Unified, Winters Joint Unified, and the Woodland Joint Unified school districts for the period of April, May, June 2018.

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.*

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 Accountability Report Card:

The SARC reports for 2016-17 were due to be posted on school websites as of February 1, 2018.

Washington Unified School District:

Elkhorn Village Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: School Facility Conditions and Planned Improvements shows no list of repairs needed and no actions taken or planned for the repairs

All findings reported for in the 3rd quarter were remedied.

Riverbank Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: School Facility Conditions and Planned Improvements shows no list of repairs needed

and no actions taken or planned for the repairs.

All findings reported for in the 3rd quarter were remedied.

Stonegate Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: School Facility Conditions and Planned Improvements shows Electrical was reported as “fair” and should be reported as “poor”, and no list of repairs needed and no actions taken or planned for the repairs.

All findings reported for in the 3rd quarter were remedied.

Westfield Village Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18) shows materials listed for students 5th-12th grades that should be deleted. School Facility Conditions and Planned Improvements shows no list of repairs needed and no actions taken or planned for the repairs.

All findings reported for in the 3rd quarter were remedied.

Winters Joint Unified School District:

The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18) the year of adoption for materials was missing.

All findings reported for in the 3rd quarter were remedied.

Woodland Joint Unified School District:

Dingle Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Freeman Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Gibson Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Ramón S. Tafoya Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

Woodland Prairie Elementary School: The 16-17 SARC was reviewed March 19, 2018. Findings included: Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18), the Science curriculum includes Holt, Rinehart, & Winston for 6th grade which are not from the current adoption so that box should not be checked. The School Facility and Planned Improvements show 2015 Facility Inspection Tool (FIT) Report information and should reflect 2016 FIT Report information.

All findings reported for in the 3rd quarter were remedied.

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

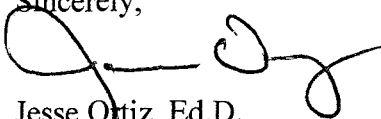
Winters Joint Unified School District – No complaints

Woodland Joint Unified School District – No complaints

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

In conclusion, I would like to express my appreciation to all our district governing boards, administration and staff for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Jesse Ortiz, Ed.D.
Superintendent

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

SUBJECT: YCOE Agreement for Inmate Academic Assistance	AGENDA ITEM #: 4.18
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Lori Perez
<u>BACKGROUND:</u>	DATE: 8/29/18

YCOE and the Yolo County Monroe Detention Center have collaborated for the past 3 years to provide educational programming for inmates at the Detention Center. This presentation will provide information on how the partnership was formed and the direct support YCOE provides at the Detention Center.

RECOMMENDATION/COMMENTS: For information.

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

SUBJECT: Suggested Future Agenda Items	AGENDA ITEM #: 4.19
PER: <input checked="" type="checkbox"/> BOARD REQUEST <input type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent's Office
<u>BACKGROUND:</u>	DATE: August 29, 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. CSBA Agenda Online

12-12-17 Regular Meeting: per Board Vice President Yip

3. Healthy Kids Survey Data Review in September 2018

06-26-18 Regular Meeting: per Trustee Souza Cole

4. Report on Pre and Post Assessments for Kinder Camp

06-26-18 Regular Meeting: per Trustee Souza Cole (Information will be included in the Director's report for Head Start at the August 29, 2018 Regular Board Meeting).

RECOMMENDATION/COMMENTS: This agenda item serves as a tracking tool for future agenda items. The Board may want to add additional item(s).