

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.



**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center
1280 Santa Anita Court, Suite 120, Woodland, CA 95776
Published: Mar 21, 2019 01:22 PM**

BOARD PACKET

BOARD MEMBERS

Shelton Yip, President
Carol Souza Cole, Vice President
Melissa Moreno
Cirenio Rodriguez
Matt Taylor

1. OPENING PROCEDURES

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Approval of Agenda
4. Public Comment

Quick Summary/Abstract:

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

3. REPORTS

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

Quick Summary/Abstract:

- a. Board Members
- b. Superintendent
- c. Superintendent's Advisory Team
- d. Committees

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

4. ACTION ITEMS

1. Consent Agenda

Quick Summary/Abstract:

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

a. Approval of minutes: February 26, 2019

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

2. Resolution #18-19/18 Resolution to Support National Child Abuse Prevention Month

3. Dan Jacobs School Calendar 2019-20

4. Second Reading of Board Policies 6000 (Instruction) Series

Quick Summary/Abstract:

Second Reading of Board policies

- a. BP 5131.6 - Alcohol and other drugs

- b. AR 5131.6 - Alcohol and other drugs
- c. BP 5145.7 - Sexual Harassment
- d. AR 5145.7 - Sexual Harassment

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

Quick Summary/Abstract:

Public Hearing

3:31 P.M.

[time approx.]

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

Quick Summary/Abstract:

Public Hearing

3:32 P.M.

[time approx.]

- 7. INFORMATION ITEMS

- 1. Head Start/Early Head Start Reports
- 2. Quarterly Report of Investments for Period Ending December 31, 2018
- 3. LCAP Quarterly Update
- 4. Alternative Education Attendance Reports
- 5. ORR Program Update
- 6. Consolidated Application Winter Report
- 7. YCOE System of Support Plan
- 8. Yolo County Census Boundary Updates
- 9. First Reading of BP 5131.41
 - Quick Summary/Abstract:**
 - First Reading of Board Policy
 - a. Use of Seclusion and Restraint

- 8. Suggested Future Agenda Item(s)

9. ADJOURNMENT

Quick Summary/Abstract:

Meeting will be adjourned in Memory of Joe Thomson. Joe Thomson was on the Yolo County Board of Education from October 27, 1998 to November 20, 2007.

AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS

- *Four calendar days prior to the meeting, a full Board packet is available for review at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. - 5 p.m., Monday through Friday - excluding County Office of Education holidays).*
- *Agenda documents distributed to the Board less than 72 hours before the meeting will be made available at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. - 5:00 p.m., Monday through Friday - excluding County Office of Education holidays). [Government Code § 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).

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1.3. Approval of Agenda

Type:
Action

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1.4. Public Comment

Type:

Procedural

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2. YOLO COUNTY OFFICE OF EDUCATION EMPLOYEE(S) OF THE MONTH

Type:

Procedural

**Yolo COE
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3.1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)

Type:

Informational

Quick Summary/Abstract:

- a. Board Members
- b. Superintendent
- c. Superintendent's Advisory Team
- d. Committees

Attachments:

- 1. Board Report March 2019

Yolo County Board of Education Update
March 26, 2019

Deputy Superintendent Office

- Conducting second level Differentiated Assistance Meetings with eligible districts
- Budget development with programs
- Site visit to EPIC charter as part of educational audit process
- Facility meeting with Woodland JUSD to confirm classroom sites for Special Education secondary autism and Head Start preschool
- Working with YCCA charter on Manufacturing pathway development and partnerships
- Preparing to interview for Director of Special Education March 22
- Participated in selection process for Director of Student Services
- Assisted College and Career Readiness team in development of county-wide K12 Strong Workforce Grant

Special Education, Director Sharon Holstege

- Friendship Dance was held on Friday, February 15th with students from Greengate; Adult Living Skills classes; and Woodland JUSD Special Education classes had a wonderful time dancing and socializing.
- “Prompt ME!” Training was held at Greengate School on Tuesday, March 12 highlighting evidence based instructional strategies focusing on the art of providing prompts for students.
- Staff training with Mike Walsh on Wednesday, March 13 focusing on Communication and Teamwork
- MOVE (Mobility Opportunities Via Education) Basic Provider training on April 22nd and April 23rd (during Spring Break)
- CPR Training at Greengate School - April 3
- A well-received Parent training was provided by our Mental Health Therapists on “Communication and Support Strategies for Your Child” on February 13th for parents of students in the Horizon program. Parents have been invited back for some “drop in” and group meetings in the upcoming months.
- Greengate and Cesar Chavez students participated in the Unified Basketball Tournament with YCOE Adapted PE teachers at Luther Burbank on March 1st
- YCOE Deaf/Hard of Hearing and Infant programs are partnering with NorCal Center on Deafness to provide “Deaf Coaches” for parents/families in our Infant/preschool/early elementary classes in order to support parents with children who have been diagnosed with a significant hearing loss
- NorCal Trykers Bike Build on March 2nd and Bike Give Away on March 9th at Greengate School. Ten more children received adapted bikes!

Curriculum and Instruction, Director Deb Bruns

- Our College and Career Readiness team (Karen Swan and Karen Shores) successfully submitted both the CTE Incentive Grant (CTEIG) and three proposals under the new K-12 Strong Workforce Program (K12 SWP). The grants were planned collaboratively with Yolo County school districts and will provide funding for YCOE to build a stronger system of support for Career Technical Education pathways throughout the county. We have already received word that the CTEIG is funded and will hear in April on the K12 SWP grants. Stay tuned for more.
- Over 60 7th & 8th grade girls from Woodland, Winters and Esparto attended the third annual STEM Girls event at YCOE on March 12. High school student mentors from Cesar Chavez Community School, Woodland and Pioneer High Schools accompanied teams of 8-10 girls as they rotated through activities led by STEM scientists and engineers from USDA Plant

Pathology, American River Colleg, UCD Environmental Engineering, Woodland Community College MESA, WJUSD Technology Department, GRID Alternatives and the DJUSD Citrus Circuits Robotics Team. This year's event was coordinated by Krista Purdom with the support of YCOE's amazing administrative team - Carmen Jojo, Andrea Barajas, Selyna Leach, Anissa DelCastillo and Celia Lugo.

Professional Learning:

- YCOE hosted the American Reading Company's "Equity in Practice" Summit on February 21 & 22. The event featured keynote speakers Pedro Noguera and Jeff Duncan-Andrade as well as interactive workshops for district teams to learn about and reflect on best practices for creating equitable learning experiences.
- At the March 7 "Instructional Routines for Equity" workshop, Erica Burnison, Solano COE Math Specialist and Caroline Loomis, DJUSD Math teacher shared how educators can re-design their lessons and the learning environment to include all students by using UDL (Universal Design for Learning) and "designing to the edges".

Upcoming:

- **April 2&3, Region 3 Environmental Phenomena Summit, YCOE.** We are hosting one of 5 events being held around the state to team teachers with scientists and experts to create locally relevant NGSS resources. Experts from UCD Center for Watershed Sciences, UCD Air Quality Research Center, Splash Education Center (Vernal Pools), Staten Island Research Station (migratory birds) and US Army Corps of Engineers (water management) will be sharing their research with teams of K-12 teachers from throughout the greater Sacramento region.

Alternative Education, Principal Gayelynn Gerhart

- March-April Calendar of Events
 - March 6-8, 2019: Ms. G attended the Edgenuity Partnership Summit
 - March 6: Professional Development: Trauma Informed Care with Danielle Bier
 - March 13: Professional Development: Race/social justice with Sandy Holman
 - March 14: Teen Parenting class after school begins (first of eight sessions) with Kaelin Souza and Danielle Bier
 - March 18: STEM Sac City support program for students at the city college level doing site presentations at CCCS Woodland
 - March 19: Brown Issues State Conference at Sacramento State University
 - March 19 & 20: Strategic Planning Meeting with Micah, Gayelynn and Chris
 - March 27: Professional Development: Transformative Schooling with Dr. Vajra Watson
 - March 29: End of 5th grading period
 - April 1: CCCS Woodland School Site Council/ELAC
 - April 10: Fieldtrip to Woodland Community College
 - April 15: Fieldtrip to UC Davis
 - April 18: OPEN HOUSE AT CCCS WOODLAND/YCCP ... 5:00 pm – 7:00 pm

Spring Break schedules:

- Week of April 15: West Sacramento class
- Week of April 22: CCCS Woodland and YCCA (manufacturing and construction)

Head Start/Early Head Start, Program Administrator Genet Telehun

- Focus Area One (Federal offsite) review went very well.
- We are currently conducting our last monitoring for the year
- We had Unannounced CDE Review - Nutrition Services Program at the Lemen site and our teachers did an amazing job
- We are working on our grant application for April 1 submission
- We are in the process of hiring 2 people for the Davis EHS and AN EHS classroom

- Working on Instructional Calendars for 2019-2020

Equity and Support Services, Executive Director Micah Studer

- Provided LCAP Technical Assistance to Knights Landing in the form of an LCAP Stakeholder Input Activity
- Engaged with Woodland Joint Unified School District through the LEA Self-Assessment Process
- Presented LCAP Updates to the North Central Counties PLN with Veronica Moreno
- Met with Davis Joint Unified for Differentiated Assistance Meeting #2
- Made contact with Districts to begin LCAP Approval Process

SELPA, Carolynne Beno

- **Teacher Residency Program Grant Award:** We just received word that our Teacher Residency Grant application was funded! This grant builds on the Teacher Residency Capacity Grant, and enables Yolo County Districts to partner with Sacramento State University to train special education teachers. Our grant will provide \$20,000 per resident teacher. During their credential program, they will be paired with a veteran special education teacher in one of our districts to learn firsthand through co-teaching (resident teacher and mentor teacher). This is a very exciting opportunity!
- **Family Engagement:** Earlier this month, the Yolo County SELPA Community Advisory Committee was proud to host a screening of the award-winning new documentary *Swim Team*, which provides an inspiring look at the rise of a competitive swim team of teens on the autism spectrum. Following three teammates on the cusp of adulthood, *Swim Team* is a portrait of diverse American families grappling with the problem of "aging out." Over the course of a year, the film explores the overwhelming struggles they face and the triumphs they achieve as they strive for independence, inclusion, and a life that feels victorious. We had over 80 people in attendance.

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3.2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public

Type:

Informational

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4. ACTION ITEMS

Type:

Action

Discussion

Informational

**Yolo COE
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4.1. Consent Agenda

Type:

Consent

Quick Summary/Abstract:

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

- a. Approval of minutes: February 26, 2019

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

Recommended Motion:

That one action is taken to approve the above listed items.

Attachments:

- 1. February 26 Regular Meeting Minutes

- 2. TCCs for February 2019

- 3. Resolution

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: February 26, 2019
DRAFT MINUTES

1.0 OPENING PROCEDURES

- 1.2 Call to Order and Roll Call. The Yolo County Board of Education met on February 26, 2019 at 3:33 p.m. in Regular session in the Conference Center located at 1280 Santa Anita Court, Suite #120, Woodland, CA. Board Members present were: Melissa Moreno, Carol Souza Cole, Matt Taylor and Shelton Yip. Board Vice President Carol Souza Cole presided. Cirenio Rodriguez was absent. Garth Lewis, Superintendent of Schools, was also present. (Roll Call held).
- 1.3 Pledge of Allegiance. The pledge of allegiance was conducted.
- 1.4 Approval of Agenda. The agenda was approved as submitted.

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

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

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

Margie Valenzuela, Executive Director of Human Resources, presented Monica Aceves Robles, Alternative Education ELPAC Assessment Test Administrator and Thomas DeVaney, Paraeducator, Davis Horizon, a certificate commending their hard work and dedication. Staff commented on Ms. Aceves Robles' assessment of 35 students and that she is an outstanding team member. Mr. DeVaney is a dedicated employee who cares about his students. His work with incorporating social games into the classroom has led to increased positive emotional regulation, peer socialization and critical thinking. Superintendent Lewis thanked them for their hard work and dedication.

3.0 REPORTS

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

a. Board Members

- Trustee Yip commented on the upcoming retirement of Deputy Superintendent, Ronda DaRosa and Sharon Holstege, Director of Special Education. He will miss them! Thank you to Board members for attending the Board retreat on February 6, 2019. The Yolo County School Boards Association (YCSBA) event last night was very nice and the presentation by Amy Christianson, Trustee from the Butte County Office of Education was very informative. The work that the Superintendent and Board did to help facilitate the education of kids during an emergency situation (Camp fire) is important and this is a reminder that we should all be prepared. Emergency preparedness is an important issue today and will be addressed at the upcoming California County Board of Education (CCBE) and California School Boards Association (CSBA) conferences. Trustee Yip

attended the African American Student Leadership conference on February 2, 2019 and he also attended the State of the State event with Peter Birdsall, Executive Director, California County Superintendents Educational Services Association (CCSESA). Board members can sign up for CSBA's Advocacy day on March 12, 2019 to discuss important issues (including fair funding and ADA) with government representatives. A student expulsion appeal will be soon be coming to the Yolo County Board of Education. An email on scheduling, will be forwarded to you soon.

- Trustee Souza Cole – She attended the Poetry Out Loud event from Yolo County and it was an amazing experience. The young woman from Esparto (ninth grade) won. She would love for the student to attend a future Board meeting and recite a poem for the Board. Trustee Souza Cole also attended the YCSBA event, which was very interesting especially the concise report from Trustee Christianson. The Education in Excellence Awards are on April 29, 2019. Also the Executive Planning Committee for YCSBA met and discussed recommendations as a group for the Teacher of the Year program.
- Trustee Taylor – Thank you for the recent board retreat, it was very informative. He also forwarded information on a Youth mediator program to Yvette Seibert, Executive Assistant who will email it to staff.

b. Superintendent

- Superintendent Lewis attended the YCSBA event last night and he commented on how he appreciated Trustees Yip and Souza Cole for helping with this event. There was lots of information on emergency preparedness and lessons that districts could learn from the Butte County Office of Education. This month is also Black History month and Superintendent Lewis was happy to be able to attend the Yolo County African American Student Leadership event and speak at Fairbanks Elementary school. He also participated in *Dream America* which was an opportunity to hear poems and have discussions on the immigration issue. Superintendent Lewis thanked Ronda DaRosa, Deputy Superintendent; Micah Studer, Executive Director, Equity and Support Services and Carolynne Beno, Assistant Superintendent, SELPA for all their hard work on Differentiated Assistance. Construction is nearing the end in Suite 190 (Charter School). We should, hopefully have possession of the building by the next Board meeting in March 2019. He discussed the Careers in Education conference and also asked if a trustee would be interested in attending the 3x2x2 meeting of Community Colleges and the Woodland City planner. Superintendent Lewis also attended the Small School District symposium in Sacramento on February 21, 2019. Superintendent Lewis reminded the Board that the SWIM TEAM film viewing at YCOE is this Monday at 6 p.m.

c. Trustee Moreno

- Trustee Moreno provided a keynote speech at the Early Outreach event at U.C. Davis, which focuses on collaborating ethnic studies and working with high school teachers. She also attended the immigrant youth poetry event which focused on the voices of the students; Lieutenant Governor, Eleni Kounalakis emphasized her support for education at this event.
 - d. Superintendent's Advisory Team
 - Ronda DaRosa, Deputy Superintendent reviewed the material in the Board packet and responded to questions of the Board.
 - e. Committees
 - No reports.
- 3.2 Associations.
- No reports.

4.0 INFORMATION/DISCUSSION/ACTION

- 4.1 Consent Agenda.
- a. Approval of Minutes: January 22, 2019 Regular Meeting
 - b. Approval of Minutes: February 6, 2019 Special Meeting
 - c. Temporary County Certificates
 - d. 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))

The Board took action to approve the Consent agenda.

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

- 4.2 Presentation from David A. Soldani, Partner, Atkinson, Andelson, Loya, Ruud & Romo on the role of the county board on district boundary issues (Washington USD)
- Power point presentation was given on the County Committee's Role in Transitioning a District to a By-Trustee Area Election Method. Mr. Soldani went through the power point and answered questions from the Board on the process and Committee's role. Items reviewed were the California Voting Rights Act of 2001; Litigation Risk; Sanchez v. City of Modesto Case; Other Notable CVRA Cases and Fees; Plaintiffs Continue to Threaten and Sue Public Entities Under the CVRA; Process for Transitioning to By-Trustee Area Elections; Required Public Hearings; New Requirements and Implementing By-Trustee Area Election Method. Superintendent Lewis and Trustee Yip will contact the Superintendent at Washington Unified School District for the next steps in this process. The Board discussed the possibility of a small subcommittee on this issue along with having talking points during the public hearing on district boundary issues.
- 4.3 Resolution #18-19/16: In Support of High School Voter Weeks, April 15-30, 2019

The Board took action to approve the Resolution #18-19/16: In Support of High School Voter Weeks, April 15-30, 2019

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

4.4 YCOE Community Advisory Committee Appointment

The Board took action to approve Beatriz (Betty) Rambarran as the YCOE Community Advisory Committee Appointment

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

4.5 Low Performing Student Block Grant

Micah Studer, Executive Director, Equity and Support Services, reviewed the Low Performing Student Block Grant proposal in the Board packet.

The Board took action to approve the Low Performing Student Block Grant

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

4.6 School Accountability Report Cards (SARCs)

Micah Studer, Executive Director, Equity and Support Services, reviewed the draft versions of the SARCs and responded to questions of the Board. Questions from Trustee Moreno were sent by email and will be answered by staff at a future date.

The Board took action to approve the School Accountability Report Cards (SARCs)

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

4.7 Yolo County Office of Education 2018-19 Second Interim Report

Crissy Huey, Associate Superintendent, Administrative Services, presented this item and answered questions from the Board. Ms. Huey also received questions on this item from Trustee Moreno and will answer them by email. Trustees Souza Cole and Yip requested breakdown of the charter school to be included in this item for future board meetings. Information on Multiyear projections; Dartboard; STRS/PERS clarification was discussed. Future reporting and adoption of budget schedule was discussed. Any detailed questions please email Debra Hinely, Director of Internal Business Services. Also, the Fund Balance break out was requested by trustees to be shown in one place in the future reporting of this item.

4.8 Yolo County Office of Education 2018-19 Second Interim Budget Revision Report

Crissy Huey, Associate Superintendent, Administrative Services, presented this

item.

The Board took action to approve the Yolo County Office of Education 2018-19 Second Interim Budget Revision Report.

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

4.9 Annual Review of Yolo County Investment Policy

Crissy Huey, Associate Superintendent, Administrative Services presented this item.

4.10 Head Start/Early Head Start Reports

- a. Enrollment Update
- b. Program
- c. Fiscal Report
- d. Policy Council Meeting Minutes

Gail Nadal, Director, Early Childhood Education, reviewed the items in the board packet and responded to questions of the Board. This Friday is Dr. Seuss' day and Ms. Nadal invited Board members to come to the classrooms to read to students if they are available. The program Footsteps to Brilliance is also being re-introduced soon to parents.

4.11 Yolo County Census Boundary Updates

Superintendent Lewis reviewed the information in the board packet and responded to questions of the Board. He plans to bring back the maps that will show the changes to match school district boundaries. He also will ask the contact at Census Bureau School District Review Program (SDRP) if there is a government code, that gives them the authority to make these decisions without Board approval.

4.12 Initial Proposal to the Yolo County Superintendent of Schools from the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Certificated Unit

Superintendent Lewis presented this item for information.

4.13 Initial Proposal to the Yolo County Superintendent of Schools from the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Classified Unit

Superintendent Lewis presented this item for information.

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

Superintendent Lewis presented this item for information.

4.15 Yolo County Superintendent of Schools' Response to the Initial Proposal from the

American Federation of State, County and Municipal Employees (AFSCME),
Council 57, Classified Unit

Superintendent Lewis presented this item for information.

- 4.16 Dan Jacobs School Draft Calendar 2019-20
Micah Studer, Executive Director, Equity and Support Services reviewed the information in the Board packet. Mr. Studer will bring the calendar back for action at the next Board meeting in March 2019.
- 4.17 Foster Youth Data – Yolo County
Micah Studer, Executive Director, Equity and Support Services reviewed the power point presentation in the Board packet and responded to questions of the board. He thanked Mariah Ernst-Collins, Program Specialist, Homeless Education and Foster Youth Services, for preparing the report and for meeting the needs of foster youth in Yolo County. Items discussed in power point included: Yolo County Foster Youth Services Coordinating Program (FYSCP); Program Demographics of Foster Youth Enrolled in K-12; Youth Enrolled in K-12 District in Yolo County; CAASPP Achievement graphics (mathematics and language arts); Chronic Absenteeism rate. Superintendent Lewis asked the Trustees to contact the Superintendent of the school district to schedule a meeting with the liaison if interested. Also, if they have information on any grant opportunities for this program to please contact Ms. Ernst-Collins.
- 4.18 Williams Report
Deb Bruns, Director, Curriculum and Instruction, presented this item.
- 4.19 Alternative Education Attendance Report
Micah Studer, Executive Director, Equity and Support Services reviewed the information in the Board packet. He thanked Janae McClain, Administrative Secretary, for putting together the new alternative education report. Trustees requested information on the new charter school be included in the report along with more clarity on Dan Jacobs school.
- 4.20 First Reading of Board Policies 5000 & 6000 (Instruction Series)
Ronda DaRosa, Deputy Superintendent, reviewed the policies in the Board packet and responded to questions of the Board. Dr. Da Rosa will bring back policies for action at the March 2019 meeting except for the *Use of Seclusion and Restraint* board policy. Only the AR was included in the board packet and we will need to look for a BP to accompany or write a new one for the next meeting in March 2019.
- 4.21 Suggested Future Agenda Items
- March 2019 - ORR presentation
- April 2019 - Information on how YCOE supports the education of incarcerated or detained persons

Special meeting for student expulsion – tentative time set for next Tuesday, March 5, 2019 depending on if we receive paperwork. We will possibly need to reschedule.

Future meeting - How do we insure ourselves (YCOE - Statement Certifying Insurance to Cover Assets purchased with certificates)

5.0 **ADJOURNMENT.** The meeting adjourned at 7:04 p.m.

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

Garth Lewis, 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

February 2019

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Brendan Latimer	PIP
Lynnette Snarr	Career Substitute

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Kimberly Spalding	TPSL

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Ofelia Mercado	CD Site Supervisor

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Yamilex Martinez	CD Associate Teacher
Roneca Provost	CD Associate Teacher
Yvonne Garcia Garcia	CD Associate Teacher
Angelica Rojas	CD Associate Teacher
Elissa Farnham	30-Day Substitute Permit

Total TCC's for the Month of February 2019: 9



**YOLO COUNTY BOARD OF EDUCATION
RESOLUTION # 18-19/17**

(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 Cirenio Rodriguez was unable to attend the meeting on February 26, 2019 at 3:30pm due to a family 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 Rodriguez’s absence from the February 26, 2019, meeting is due to a hardship that this Board deems acceptable within the meaning of Education Code Section 1090(d).

PASSED AND ADOPTED this 26th day of March 2019.

AYES:

NOES:

ABSENT:

ABSTAIN:

Shelton Yip, President
Yolo County Board of Education

ATTEST:

Garth Lewis, County Superintendent
of Schools and Secretary Ex-Officio of the
Yolo County Board of Education

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.2. Resolution #18-19/18 Resolution to Support National Child Abuse Prevention Month

Type:

Action
Consent

Recommended Motion:

Action Item

Attachments:

1. Resolution Declaring Support of the National Child Abuse Prevention Month



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

**Resolution #18-19/18
Declaring Support of the National Child Abuse Prevention Month**

WHEREAS, child safety is of the utmost importance; and

WHEREAS, child abuse and neglect is an important societal concern that may affect the long-term health and well-being of not only the children, but also the adults they become; and

WHEREAS, safe, stable and nurturing relationships and communities can break the cycle of abuse and maltreatment; and

WHEREAS, child abuse prevention requires a coordinated and comprehensive response by all systems supporting children, youth and families (e.g., schools, law enforcement, health systems, faith-based organizations, and community programs); and

WHEREAS, everyone has a stake in ensuring that children have access to the resources and supports they need to be safe, healthy and successful; and

WHEREAS, suspected child abuse or neglect must immediately be reported to appropriate law enforcement authorities; and

WHEREAS, we have identified child safety and family services to be a priority;

NOW, THEREFORE, BE IT RESOLVED that the Yolo County Board of Education and Yolo County Superintendent of Schools hereby declare April as Child Abuse Prevention Month.

PASSED AND ADOPTED this 26th day of March 2019 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Shelton Yip, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of Schools

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.3. Dan Jacobs School Calendar 2019-20

Type:

Action

Description:

Micah Studer, Executive Director, Equity and Support Services will present this item for Action.

Recommended Motion:

The Board is being asked to approve the proposed 2019-20 Dan Jacobs Calendar

Attachments:

1. Dan Jacobs School Calendar

Dan Jacobs (Juvenile Hall)

DRAFT

July (22 days extended year)

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

August (10 days extended year)(12 days)

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

September (20 days)

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

October (23 days)

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

November (18 days)

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

December (15 days)

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

January (19 days)

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

February (18 days)

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

March (22 days)

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

April (22 days)

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

May (13 days) (7 extended year)

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

June (22 days extended year)

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

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

*End of Month-Register 7th Mo -	
1st Mo -	8th Mo -
2nd Mo -	9th Mo -
3rd Mo -	10th Mo -
4th Mo -	11th Mo -
5th Mo -	12th Mo -
6th Mo -	13th Mo -

Staff Orientation: 8/12/2019
Instructional Days: Regular Year = 180 Extended Year = 61 Month() = Teacher Work Days--182 Calendar D Approved ?/??/????

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.4. Second Reading of Board Policies 6000 (Instruction) Series

Type:

Action

Quick Summary/Abstract:

Second Reading of Board policies

- a. BP 5131.6 - Alcohol and other drugs
- b. AR 5131.6 - Alcohol and other drugs
- c. BP 5145.7 - Sexual Harassment
- d. AR 5145.7 - Sexual Harassment

Description:

Ronda DaRosa, Deputy Superintendent, is reviewing all the policies in the 6000 series (Instruction) to align with ed. code and regulations. will present on this item.

Recommended Motion:

For Action. The Board is being asked to adopt the above policies.

Attachments:

- 1. AR 5131.6
- 2. BP 5131.6
- 3. BPSP 5145.7
- 4. AR 5145.7

ALCOHOL AND OTHER DRUGS

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. (Education Code 51203, 51260)

(cf. 5131.62 - Tobacco)

In grades 1-6, instruction in drug education should be given in health courses required by Education Code 51210. (Education Code 51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260)

(cf. 6142.8 - Comprehensive Health Education)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (Education Code 51203)

(cf. 6143 - Courses of Study)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (Education Code 51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention

Yolo County Office of Education staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall

ALCOHOL AND OTHER DRUGS (continued)

immediately notify the principal or designee.

If the site administrator or designee, in his/her professional capacity or in the course of his/her employment, knows, observes or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian. (Education Code 44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the site administrator or parent/guardian only when he/she believes that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if he/she believes that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (Education Code 44049, 49602)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5141 - Health Care and Emergencies)

(cf. 6164.2 - Guidance/Counseling Services)

ALCOHOL AND OTHER DRUGS

The Yolo County Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Yolo County Superintendent of Schools or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 5137 - Positive School Climate)

The Yolo County Office of Education's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The County Superintendent or designee may collaborate with community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes

(cf. 5131.62 - Tobacco)

2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

ALCOHOL AND OTHER DRUGS (continued)

3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals

(cf. 5141.6 - School Health Services)

4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Instruction

The County Office shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is prohibited. Instruction shall not include any message on responsible use of drugs or alcohol when such use is illegal. (Health and Safety Code 11999.2)

The County Office shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

Intervention, Referral, and Student Assistance Programs

The County Superintendent or designee shall inform school staff, students, and parents/guardians about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

The County Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

(cf. 5141.52 - Suicide Prevention)

Enforcement/Discipline

ALCOHOL AND OTHER DRUGS (continued)

Students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 3513.4 - Drug and Alcohol Free Schools)
- (cf. 5131 - Conduct)
- (cf. 5131.61 - Drug Testing)
- (cf. 5131.63 - Steroids)
- (cf. 5145.11 - Questioning and Apprehension by Law Enforcement)
- (cf. 5145.12 - Search and Seizure)

The County Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.

Any student found by the County Board to be selling a controlled substance listed in Health and Safety Code 11053-11058 shall be expelled in accordance with BP/AR 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 6145 - Extracurricular and Cocurricular Activities)

Program Evaluation

The County Board and County Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of district programs in reducing drug and alcohol use. The County Superintendent or designee shall periodically report to the County Board on the effectiveness of County Office activities in achieving identified objectives and outcomes. (20 USC 7116)

- (cf. 0500 - Accountability)

Legal Reference:
EDUCATION CODE
44049 Known or suspected alcohol or drug abuse by student

ALCOHOL AND OTHER DRUGS (continued)

- 44645 In-service training anabolic steroids
- 48900 Suspension or expulsion (grounds)
- 48900.5 Suspension, limitation on imposition; exception
- 48901 Smoking or use of tobacco prohibited
- 48901.5 Prohibition of electronic signaling devices
- 48902 Notification of law enforcement authorities; civil or criminal immunity
- 48909 Narcotics or other hallucinogenic drugs
- 48915 Expulsion; particular circumstances
- 49602 Confidentiality of pupil information
- 51202 Instruction in personal and public health and safety
- 51203 Instruction on alcohol, narcotics and restricted dangerous drugs
- 51210 Areas of study
- 51220 Areas of study, grades 7 to 12
- 51260-51269 Drug education
- 60041 Instructional materials
- 60110-60115 Instructional materials on alcohol and drug education

BUSINESS AND PROFESSIONS CODE

- 25608 Alcohol on school property; use in connection with instruction

HEALTH AND SAFETY CODE

- 11032 Narcotics, restricted dangerous drugs and marijuana
- 11053-11058 Standards and schedules
- 11353.6 Juvenile Drug Trafficking and Schoolyard Act
- 11357 Unauthorized possession of marijuana; possession in school or on school grounds
- 11361.5 Destruction of arrest or conviction records
- 11372.7 Drug program fund; uses
- 11802 Joint school-community alcohol abuse primary education and prevention program
- 11999-11999.3 Alcohol and drug program funding; no unlawful use
- 124175-124200 Adolescent family life program

PENAL CODE

- 13860-13864 Suppression of drug abuse in schools

VEHICLE CODE

- 13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

WELFARE AND INSTITUTIONS CODE

- 828 Disclosure of information re minors
- 828.1 Disclosure of criminal records; protection of vulnerable staff & students

UNITED STATES CODE, TITLE 20

- 5812 National education goals
- 7101-7122 Student Support and Academic Enrichment Grants

Management Resources:

ALCOHOL AND OTHER DRUGS (continued)

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

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

Office of Safe and Healthy Students: <https://www2.ed.gov/about/offices/list/oese/oshs>

SEXUAL HARASSMENT

The Yolo County Board of Education and the Yolo County Office of Education are committed to maintaining an educational environment that is free from harassment and discrimination. The County Office prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The County Office also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in County Office complaint processes.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Yolo County Superintendent of Schools or designee shall ensure that all County Office students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment

SEXUAL HARASSMENT (continued)

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the County Office's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual

SEXUAL HARASSMENT (continued)

harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

- (cf. 5144 - Discipline)
- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

- (cf. 4117.7/4317.7 - Employment Status Report)
- (cf. 4118 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

- (cf. 3580 - District Records)

Legal Reference:

Legal Reference:

EDUCATION CODE

- 200-262.4 Prohibition of discrimination on the basis of sex
- 48900 Grounds for suspension or expulsion
- 48900.2 Additional grounds for suspension or expulsion; sexual harassment
- 48904 Liability of parent/guardian for willful student misconduct
- 48980 Notice at beginning of term

CIVIL CODE

- 51.9 Liability for sexual harassment; business, service and professional relationships
- 1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

- 12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

SEXUAL HARASSMENT (continued)

4600-4687 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, discrimination
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.71 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance, January 2001
WEB SITES
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/index.html>

SEXUAL HARRASMENT

The Yolo County Office of Education designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Crissy Huey, Assistant Superintendent of Administrative Services

*Yolo County Office of Education
1280 Santa Anita Court, Suite 100
Woodland, CA 95776*

(530) 668-6700

Crissy.Huey@ycoe.org

(cf. 1312.3 - Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any County Office program or activity.

(cf. 5131 - Conduct)

SEXUAL HARRASMENT (continued)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the County Office and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of County Office policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

SEXUAL HARRASMENT (continued)

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the site administrator or the County Office's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the site administrator or a County Office compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the County Office shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the site administrator or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the County Office's uniform complaint procedures. Regardless of whether a formal complaint is filed, the site administrator or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the site administrator, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and County Office procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the site administrator, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Yolo County Superintendent of Schools or designee who shall determine who will investigate the complaint.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

SEXUAL HARRASMENT (continued)**Confidentiality**

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the County Office of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the County Office's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the County Office will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the County Office of the harassment but requests that the County Office not pursue an investigation, the County Office will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the site administrator or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The site administrator/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Yolo County Governing Board policy. The school/program should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school/program should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

SEXUAL HARRASMENT (continued)

A copy of the County Office's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of County Office rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

A copy of the County Office's sexual harassment policy and regulation shall be posted on the County Office web site and, when available, on County Office-supported social media.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or County Office publication that sets forth the County Office's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook

6. Be provided to employees

Policy Adopted: March 26, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

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

Type:

Quick Summary/Abstract:

Public Hearing

3:31 P.M.

[time approx.]

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

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

Type:

Quick Summary/Abstract:

Public Hearing

3:32 P.M.

[time approx.]

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7. INFORMATION ITEMS

Type:

Discussion

Informational

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7.1. Head Start/Early Head Start Reports

Type:

Informational

Description:

Gail Nadal/Debra Hinely (financial documents) will present these items.

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

- a. Enrollment update - this is a standing report to the Board
- b. Program - this is a standing report to the Board
- c. Financial Status - this is a standing report to the Board
- d. Policy Council Meeting Minutes - this is a standing report to the Board
- e. Self-Assessment Summary 2018-19

Attachments:

- 1. Enrollment Update
- 2. Director's Report
- 3. Financial Reports
- 4. February Policy Council Minutes
- 5. Self-Assesment



Head Start / Early Head Start



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

EARLY HEAD START

Date: Friday , March 1 , 2019				Report Outcomes for the month of February 2019			
#	Program	Site	Ages	Waiting Lists C = Complete () = Over income	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	EHS/State	Lemen	6 wk. – 30 mos.	C6(0)	79.17%	4	4
					69.44%	4	4
					97.22%	4	4
3	EHS/State EHS/State	Alyce Norman	6 wk. – 36 mos.	C8(2)	84.21%	3	3
					89.47%	4	4
					98.61%	4	4
					95.59%	4	4
					75.93%	4	4
					93.06%	4	4
					86.11%	4	4
4	EHS/State	Valley Oak	24-36 mos.	C5(1)	98.61%	12	12
					96.36%		
					94.44%		
	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C2(10)	N/A	37	37
SUB TOTAL				C21(13)	89%	88	88

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment		
1	HS/State	Alyce Norman	3 – 5	C4(0)	81.94%	16	16		
2					89.06%				
3					95.88%	20	20		
4					76.74%	16	16		
5	State ONLY	Alyce Norman	3 – 5	C0(0)	88.16%	16	16		
1	HS/State	Charter	3 – 5	C2(0)	86.11%	20	20		
2					85.83%			20	20
1	HS/State	Esparto	3 - 5	C0(0)	86.11%	20	20		
2					92.19%			16	16
2	HS/State	Lincoln	3 – 5	C9(15)	87.50%	20	20		
4					88.58%			20	20
6					91.67%			16	16
1	HS/State	Plainfield	3 – 5	C0(3)	91.54%	16	16		
1	HS/State	Sci- Tech	3 – 5	C0(0)	82.58%	16	16		



Head Start / Early Head Start

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

1	HS/State	Valley Oak	3 – 5	C10(0)	92.69%	19	19
1	HS/State	Wolfskill	3 - 5	C0(0)	83.20%	16	16
SUB TOTAL				C25(18)	87.42%	283	283
TOTAL				C46(31)	88.21%	371	371



YCOE Head Start/Early Head Start

1280 Santa Anita Court, Suite 140
Woodland, CA 95776
(530) 668-3001

Yolo County Office of Education Board of Education

March 2019

Director's Report

PROGRAM UPDATE

1. We completed the Focus One Monitoring with the Office of Head Start and those that participated and shared information about our YCOE Head start/Early Head Start felt positive about the dialogue that took place. We will hear back within 60 – 90 days on how our program was reviewed.
2. Classroom teachers that are participating in the voluntary QRIS program funded by CDE have started the implementation of gardening outside their classroom and the children are exploring and learning many things about gardening, soil, watering and caring for living plants. Each classroom is developing their own resource of materials and this is a perfect timing for activities focus on the outdoors.
3. We are again monitoring our programs files and reviewing documents that includes attendance, health and immunizations and child outcomes. This will be the last monitoring for this year and a review of the data will support and help inform our program for the upcoming year.

TRAINING AND TECHNICAL ASSISTANCE:

The LPC through AB212 and QRIS has been hosting many Professional Development trainings in the area of Social Emotional Development, Food Services, and Infants and Toddler Care. It is nice to see so many educators wanting to learn more in their field of Early Childhood Education.

PLANNING

Our self-assessment summary has been included. You will see that we are compliant in all areas and have one areas of recommendation. This is in the area of record keeping and reporting. We continue to work on this area.

HEAD START/PROGRAMA HEAD START			
Resource 5210/Recurso 5210			
CATEGORY/CATEGORIA	Current/	Year to Date/	
Revenues/Ingresos:		\$ 2,872,371.00	
Expenditures/Gastos:			
Salaries/Salarios	\$ 116,455.60	\$	866,352.86
Benefits/Beneficios	\$ 42,425.18	\$	319,912.79
Supplies/Provisiones	\$ 3,022.25	\$	37,836.53
<i>Parent Activities/Actividades de los padres</i>	\$ 349.01	\$	1,254.10
Site Supplies/Articulos de oficina para el centro	\$ 2,673.24	\$	36,582.43
Contracted Services/Servicios Contratados	\$ 27,748.71	\$	106,767.76
Operations/Gastos de Operacion	\$ 25,350.31	\$	236,185.00
Building/Land Improvements	\$ 875.00	\$	20,523.80
Indirect Costs/Castos Indirectos	\$ -	\$	127,357.36
Cafeteria Fund/transferecia al fondo del café	\$ -	\$	20,434.23
Total Expenditures/Total de Gastos	\$ 215,895.40	\$	1,735,370.33

EARLY HEAD START/PROGRAMA EARLY HEAD START			
Resource 5212/Recurso 5212			
CATEGORY/CATEGORIA	Current/	Year to Date/	
Revenues/Ingresos:		\$ 1,095,842.00	
Expenditures/Gastos:			
Salaries/Salarios	\$ 38,963.34	\$	343,281.36
Benefits/Beneficios	\$ 14,619.27	\$	122,921.04
Supplies/Provisiones	\$ 891.78	\$	16,515.48
<i>Parent Activities/Actividades de los padres</i>	\$ 114.04	\$	394.19
Site Supplies/Articulos de oficina para el centro	\$ 777.74	\$	16,121.29
Contracted Services/Servicios Contratados	\$ 7,029.15	\$	91,047.96
Operations/Gastos de Operacion	\$ 5,351.66	\$	48,093.26
Building/Land Improvements			
Indirect Costs/Castos Indirectos	\$ -	\$	54,355.70
Cafeteria Fund/transferecia al fondo del café	\$ -	\$	11,029.83
Total Expenditures/Total de Gastos	\$ 66,855.20	\$	687,244.63

HEAD START/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date/	
Revenues/Ingresos:		\$ 34,554.00	
Expenditures/Gastos:			
Salaries/Salarios	\$ 337.00	\$	336.98
Benefits/Beneficios	\$ 51.00	\$	51.23
Supplies/Provisiones	\$ -	\$	910.18
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	293.59
Site Supplies/Articulos de oficina para el centro	\$ -	\$	616.59
Contracted Services/Servicios Contratados	\$ 170.35	\$	5,269.57
Operations/Gastos de Operacion	\$ 472.01	\$	5,382.14
Indirect Costs/Castos Indirectos	\$ -	\$	818.35
Total Expenditures/Total de Gastos	\$ 642.36	\$	12,768.45

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	\$ -	\$	1,749.23
Benefits/Beneficios	\$ -	\$	345.50
Supplies/Provisiones	\$ 99.53	\$	905.06
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	97.86
Site Supplies/Articulos de oficina para el centro	\$ 99.53	\$	807.20
Contracted Services/Servicios Contratados	\$ 113.57	\$	5,358.74
Operations/Gastos de Operacion	\$ 258.48	\$	4,232.40
Indirect Costs/Castos Indirectos	\$ -	\$	778.96
Total Expenditures/Total de Gastos	\$ 471.58	\$	13,369.89

CACFP Meal Reimbursement: January 2019			
Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount	
Breakfast	1372	2455.88	\$ 242.02
AM Snacks		\$ -	\$ -
Lunch	1486	5,267.88	\$ 262.13
PM Snacks	1205	1,096.55	\$ -
Total Reimbursement		\$ 9,324.46	

Credit Cards	Monthly Expense
Visa	\$ 2,409.23
Wal-Mart	\$ 565.56
Nugget/Food 4 Less	\$ 910.18
Interstate Oil	\$ 475.14
Total Credit Cards	\$ 4,360.11

Calculation of In-Kind Contributions		
	Dollars Expended Year-To-Date	In-Kind Required
Head Start:	\$ 1,735,370.33	\$ 433,842.58
HS T & TA	\$ 12,768.45	\$ 3,192.11
Early HS	\$ 687,244.63	\$ 171,811.16
EHS T & TA	\$ 13,369.89	\$ 3,342.47
Total	\$ 2,448,753.30	\$ 612,188.33
Amount Required:	\$	612,188.33
Actual In-Kind:	\$	647,477.53
*Surplus/(Deficit):	\$	35,289.21

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

Administrative Percent Calculation	
Maximum Percent Allowed	15%
Calculated Percent for the Month	13%
Annual Percentage	12%

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

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	\$ 215,895	\$ 1,735,370	\$ 714,578	\$ 422,423	60.42%	24.88%	14.71%
Early Head Start	\$ 1,095,842	\$ 66,855	\$ 687,245	\$ 241,115	\$ 167,483	62.71%	22.00%	15.28%
Head Start T&TA	\$ 34,554	\$ 642	\$ 12,768	\$ 4,721	\$ 17,064	36.95%	13.66%	49.38%
Early Head Start T&TA	\$ 25,983	\$ 472	\$ 13,370	\$ 3,842	\$ 8,771	51.46%	14.79%	33.76%
Total Grant	\$ 4,028,750	\$ 283,865	\$ 2,448,753	\$ 964,255	\$ 615,742	60.78%	23.93%	15.28%

Credit Cards	Monthly Expense
Visa	\$ 2,409.23
Wal-Mart	\$ 565.56
Nugget/Food 4 Less	\$ 910.18
Interstate Oil	\$ 475.14
Total Credit Card Expense	\$ 4,360.11

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

Calculation of In-Kind Contributions		
	Dollars Expended	In-Kind Required
	Year-To-Date	
Head Start:	\$ 1,735,370.33	\$ 433,842.58
Head Start T & TA:	\$ 12,768.45	\$ 3,192.11
Early Head Start:	\$ 687,244.63	\$ 171,811.16
Early Head Start T & TA:	\$ 13,369.89	\$ 3,342.47
Total	\$ 2,448,753.30	\$ 612,188.33
	Amount Required:	\$ 612,188.33
	Actual In-Kind:	\$ 647,477.53
	*Surplus/(Deficit):	\$ 35,289.21
If deficit: will be returned to Federal Government from unrestricted dollars		

CACFP Meal Reimbursement: January 2019			
	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast	1372	2455.88	\$ 242.02
AM Snacks		\$ -	\$ -
Lunch	1486	\$ 5,267.88	\$ 262.13
PM Snacks	1205	\$ 1,096.55	\$ -
	Total Reimbursement	\$	9,324.46

**EARLY HEAD START
2018/2019
February**

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,068,072		1,068,072	0	552,048	0	516,024	48.31%
Prior Year	0	0	0	0	0		0	#DIV/0!
COLA	27,770		27,770		0		27,770	
Total Revenues	1,095,842	0	1,095,842	0	552,048	0	543,794	49.62%
Expenditures								
Salaries	594,675	(72,315)	522,360	38,963	343,281	152,352	26,726	5.12%
Benefits	243,273	(54,643)	188,630	14,619	122,921	58,255	7,454	3.95%
Supplies	29,945	9,781	39,726	892	16,515	6,172	17,038	42.89%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	1,787	114	394	1,595	(203)	-11.33%
<i>Site Supplies</i>	29,945	7,994	37,939	778	16,121	4,577	17,241	45.44%
Travel & Conference	9,646	2,036	11,682	1,109	9,063	0	2,619	22.42%
Dues & Memberships	590	63	653	0	628	0	26	3.91%
Insurance	4,200	322	4,522	0	4,522		(0)	-0.01%
Rentals, Leases, Repairs & Noncapitalized								
Improvements	2,300	(1,575)	725	155	550	1,093	(917)	-126.52%
Direct Costs for Transfer of Services	68,313	800	69,113	4,087	33,305		35,808	51.81%
Professional/Contracted Services & Operating								
Expenditures	36,875	115,455	152,330	7,029	91,048	23,192	38,090	0.00%
Intergovernmental Fees	0	76	76	0	25	50	0	
Indirect Costs	93,426	0	93,426	0	54,356		39,070	41.82%
Tsfer to Cafe Fund	12,599	0	12,599	0	11,030		1,569	12.45%
Total Expenditures	1,095,842	0	1,095,842	66,855	687,245	241,115	167,483	15.28%

**PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2018/2019**

Recurso 5212	CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
						Lo que va del año	Sobrecargado		
Ingresos:									
	Todos los otros Federales	1,068,072	0	1,068,072	0	552,048	0	516,024	48.31%
		0		0				0	#DIV/0!
		27,770		27,770		0		27,770	
	Total de Ingresos	1,095,842	0	1,095,842	0	552,048	0	543,794	49.62%
Gastos:									
	Salarios	594,675	(72,315)	522,360	38,963	343,281	152,352	26,726	5.12%
	Beneficios	243,273	(54,643)	188,630	14,619	122,921	58,255	7,454	3.95%
	Provisiones	29,945	9,781	39,726	892	16,515	6,172	17,038	42.89%
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	0	1,787	1,787	114	394	1,595	(203)	-11.33%
	<i>Artículos de oficina para el centro</i>	29,945	7,994	37,939	778	16,121	4,577	17,241	45.44%
	Viaje y Conferencia	9,646	2,036	11,682	1,109	9,063	0	2,619	22.42%
	Cuotas y Membresías	590	63	653	0	628	0	26	3.91%
	Seguro	4,200	322	4,522	0	4,522	0	(0)	
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	2,300	(1,575)	725	155	550	1,093	(917)	
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Cuotas Intergubernamentales	68,313	800	69,113	4,087	33,305	0	35,808	51.81%
	Gastos Indirectos transferencia al fondo del café	36,875	115,455	152,330	7,029	91,048	23,192	38,090	25.00%
		0	76	76	0	25	50	0	0.49%
		93,426	0	93,426	0	54,356	0	39,070	41.82%
		12,599	0	12,599	0	11,030	0	1,569	12.45%
	Total de Gastos	1,095,842	0	1,095,842	66,855	687,245	241,115	167,483	15.28%

**HEAD START
T & TA
2018/2019
February**

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			% %	
					Year-to-date	Encumbered	Balance		
Revenues									
All Other Federal	33,692	0	33,692	220	9,388	0	24,304	72.14%	
COLA	862		862				862		
Total Revenues	34,554	0	34,554	220	9,388	0	25,166	72.83%	
Expenditures									
Salaries	0	337	337	0	337	0	0	0.00%	
Benefits	0	51	51	0	51	0	(0)	0.00%	
Supplies	6,409	(89)	6,320	0	910	1,000	4,410	69.78%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,400	268	1,668	0	294	1,000	374	22.45%	
<i>Site Supplies</i>	5,009	(357)	4,652	0	617	0	4,035	86.75%	
Travel & Conference	10,181	601	10,782	472	5,382	2,516	2,884	26.75%	
Contracted Services	15,019	(900)	14,119	170	5,270	1,206	7,644	54.14%	
Indirect Costs	2,945	0	2,945	0	818	0	2,127	72.21%	
Total Expenditures	34,554	0	34,554	642	12,768	4,721	17,064	49.38%	

**PROGRAMA HEAD START
T y TA
PRESUPUESTO 2010/2019**

Recurso 5208		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA						Lo que va del año	Sobrecargado		
Ingresos:									
Todos los otros Federales		33,692	0	33,692	0	9,388	0	24,304	72.14%
COLA		862		862				862	
Total de Ingresos		34,554	0	34,554	0	9,388	0	25,166	72.83%
Gastos:									
Salarios		0	337	337	0	337	0	0	0.00%
Beneficios		0	51	51	0	51	0	(0)	0.00%
Provisiones		6,409	(89)	6,320	0	910	1,000	4,410	69.78%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		1,400	268	1,668	0	294	1,000	374	22.45%
<i>Artículos de oficina para el centro</i>		5,009	(357)	4,652	0	617	0	4,035	86.75%
Viaje y Conferencia		10,181	601	10,782	472	5,382	2,516	2,884	
Servicios Contratados		15,019	(900)	14,119	170	5,270	1,206	7,644	54.14%
Gastos Indirectos		2,945	0	2,945	0	818	0	2,127	0.00%
Total de Gastos		34,554	0	34,554	642	12,768	4,721	17,064	49.38%

**HEAD START
2018/2019 BUDGET
February**

Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	2,799,582		2,799,582	0	1,293,853		1,505,729	53.78%	
Prior Year	0	0	0	0	0		0	#DIV/0!	
COLA	72,789		72,789	0	0		72,789	0.00%	
Total Revenues	2,872,371	0	2,872,371	0	1,293,853	0	1,578,518	54.96%	
Expenditures:									
Salaries	1,363,462	1,330	1,364,792	116,456	866,353	453,938	44,501	3.26%	
Benefits	628,908	(116,719)	512,189	42,425	319,913	174,910	17,367	3.39%	
Supplies	58,139	6,849	64,988	3,022	37,837	14,274	12,878	19.82%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	7,696	1,089	8,785	349	1,254	4,532	2,999	34.14%	
<i>Site Supplies</i>	50,443	5,760	56,203	2,673	36,582	9,742	9,879	17.58%	
Travel & Conference	20,358	1,158	21,516	175	17,136	0	4,380	20.36%	
Dues & Memberships	1,933	(4)	1,929	0	1,883	0	47	2.41%	
Insurance	13,500	68	13,568	0	13,567	0	1	0.00%	
Operations & Housekeeping		580	580	18	131	449	0	0.00%	
Rentals, Leases, Repairs & Noncapitalized									
Improvements	8,900	(2,844)	6,056	858	2,529	1,527	2,000	33.03%	
Direct Costs for Transfer of Services	387,552	6,555	394,107	23,933	199,208		194,899	49.45%	
Professional/Contracted Services & Operating									
Expenditures	67,912	108,836	176,748	27,749	106,768	66,365	3,616	2.05%	
Intergovernmental Fees	3,608	1,239	4,847	385	1,731	3,116	0	0.00%	
Land Improvements	0	21,942	21,942	875	20,524	0	1,418	6.46%	
Indirect Costs	267,705	(28,990)	238,715	0	127,357		111,358	46.65%	
Tsfer to Cafe Fund	50,394	0	50,394	0	20,434		29,960	59.45%	
Total Expenditures	2,872,371	0	2,872,371	215,895	1,735,370	714,578	422,423	14.71%	

**PROGRAMA HEAD START
PRESUPUESTO 2018/2019**

Recurso 5210						Gastado/Recibido			
	CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Sobrecargado	Balance	%
Ingresos:									
	Todos los otros Federales	2,799,582	0	2,799,582	0	1,293,853		1,505,729	53.78%
		0	0	0	0	0	0	0	
	COLA	72,789	0	72,789	0	0		72,789	
	Total Revenues/Total de Ingresos	2,872,371	0	2,872,371	0	1,293,853	0	1,578,518	
Gastos:									
	Salarios	1,363,462	1,330	1,364,792	116,456	866,353	453,938	44,501	3.26%
	Beneficios	628,908	(116,719)	512,189	42,425	319,913	174,910	17,367	3.39%
	Provisiones	58,139	6,849	64,988	3,022	37,837	14,274	12,878	19.82%
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	7,696	1,089	8,785	349	1,254	4,532	2,999	0.00%
	<i>Artículos de oficina para el centro</i>	50,443	5,760	56,203	2,673	36,582	9,742	9,879	17.58%
	Viaje y Conferencia	20,358	1,158	21,516	175	17,136	0	4,380	20.36%
	Cuotas y Membresías	1,933	(4)	1,929	0	1,883	0	47	2.41%
	Seguro	13,500	68	13,568	0	13,567	0	1	0.00%
			580	580	18	131	449	0	0.00%
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	8,900	(2,844)	6,056	858	2,529	1,527	2,000	33.03%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	387,552	6,555	394,107	23,933	199,208	0	194,899	49.45%
	Cuotas Intergubernamentales	67,912	108,836	176,748	27,749	106,768	66,365	3,616	2.05%
	Mejoras a los Terrenos	3,608	1,239	4,847	385	1,731	3,116	0	0.00%
	Gastos Indirectos	0	21,942	21,942	875	20,524	0	1,418	6.46%
	transferencia al fondo del café	267,705	(28,990)	238,715	0	127,357	0	111,358	46.65%
		50,394	0	50,394	0	20,434	0	29,960	59.45%
	Total de Gastos	2,872,371	2,844	2,872,371	215,895	1,735,370	714,578	422,423	14.71%

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

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	25,983	0	25,983	219	8,938	0	17,045	65.60%	
Total Revenues	25,983	0	25,983	219	8,938	0	17,045	65.60%	
Expenditures									
Salaries	0	1,750	1,750	0	1,749	0	1	0.00%	
Benefits	0	345	345	0	346	0	(1)	0.00%	
Supplies	6,025	(1,083)	4,942	100	905	1,000	3,037	61.45%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	4,000	(2,902)	1,098	0	98	1,000	0	0.01%	
<i>Site Supplies</i>	2,025	1,819	3,844	100	807	0	3,037	79.00%	
Travel & Conference	10,568	0	10,568	258	4,232	2,038	4,298	40.67%	
Contracted Services	7,175	(1,012)	6,163	114	5,359	804	1	0.01%	
Indirect Costs	2,215	0	2,215	0	779	0	1,436	64.83%	
			0						
Total Expenditures	25,983	0	25,983	472	13,370	3,842	8,771	33.76%	

**PROGRAMA EARLY HEAD START
T & TA
PRESUPUESTO 2018/2019**

Recurso 5218		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA						Lo que va del año	Sobrecargado		
Ingresos:									
Todos los otros Federales		25,983	0	25,983	219	8,938	0	17,045	65.60%
Total de Ingresos		25,983	0	25,983	219	8,938	0	17,045	
Gastos:									
Salarios		0	1,750	1,750	0	1,749	0	1	0.00%
Beneficios		0	345	345	0	346	0	(1)	0.00%
Provisiones		6,025	(1,083)	4,942	100	905	1,000	3,037	61.45%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		4,000	(2,902)	1,098	0	98	1,000	0	0.01%
<i>Artículos de oficina para el centro</i>		2,025	1,819	3,844	100	807	0	3,037	79.00%
Viaje y Conferencia		10,568	0	10,568	258	4,232	2,038	4,298	40.67%
Servicios Contratados		7,175	(1,012)	6,163	114	5,359	804	1	0.01%
Gastos Indirectos		2,215	0	2,215	0	779	0	1,436	64.83%
Total de Gastos		25,983	0	25,983	472	13,370	3,842	8,771	33.76%

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

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ 145.04
TOTAL	\$ 145.04
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Amee Dowkes	
Travel/Conference	\$ 2,264.19
Center Supplies	\$ -
TOTAL	\$ 2,264.19
Gustavo Melgoza	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Maria Luna	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
VISA Grand Total	\$ 2,409.23 ****
Nugget/Food4Less	\$ 910.18
InterState Oil	\$ 475.14
Wal Mart	\$ 565.56
TOTAL MONTHLY EXPENDITURES:	\$ 4,360.11

**Credit card statements available upon request

**Programas Head Start/Early Head Start
 REPORTE DE TARJETAS DE CRÉDITO
 Año FISCAL 2018/2019**

SUPERVISOR

VISA

Gail Nadal

Viaje/Conferencia	\$	-
Artículos para el centro	\$	145.04
	\$	<u>145.04</u>

Genet Telahun

Viaje/Conferencia	\$	-
Artículos para el centro	\$	-
Total	\$	<u>-</u>

Amee Dowkes

Viaje/Conferencia	\$	2,264.19
Artículos para el centro	\$	-
Total	\$	<u>2,264.19</u>

Gustavo Melgoza

Viaje/Conferencia	\$	-
Artículos para oficina	\$	-
Total	\$	<u>-</u>

VISA Grand Total \$ 2,409.23

NUGGET/FOOD 4 LESS	\$	910.18
INTERSTATE OIL	\$	475.14
Wal Mart	\$	565.56

Total de Gastos Mensuales: \$ 4,360.11 ***

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

**HEAD START/EARLY HEAD START
2018/2019 FISCAL YEAR
CALCULATION OF IN-KIND CONTRIBUTIONS**

Month	Year	Location									Grand
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak/Winters	Sci - Tech	Total
July	2018	\$ 24,343.59	\$ 1,849.49	\$ 1,813.66		\$ 1,007.16	\$ 2,971.94				\$ 31,985.84
August	2018	\$ 156,731.81	\$ 4,205.56	\$ 2,622.26	\$ 653.92	\$ 1,102.88		\$ 2,413.78	\$ 1,436.58	\$ 152.41	\$ 169,319.20
September	2018	\$ 125.51	\$ 7,678.94	\$ 2,610.24	\$ 3,380.53	\$ 936.84	\$ 2,787.96	\$ 7,671.94	\$ 1,586.62	\$ 1,203.63	\$ 27,982.21
October	2018	\$ 305,905.39	\$ 6,946.97	\$ 3,038.46	\$ 1,751.08	\$ 1,203.93	\$ 3,931.35	\$ 8,550.15	\$ 4,547.83	\$ 899.16	\$ 336,774.32
November	2018	\$ 257.32	\$ 7,873.50	\$ 2,194.84	\$ 4,626.25	\$ 1,190.13	\$ 3,596.43	\$ 8,784.95	\$ 5,499.34	\$ 1,321.16	\$ 35,343.92
December	2018	\$ 85.65	\$ 5,465.72	\$ 2,416.86	\$ 2,242.37	\$ 766.82	\$ 2,103.65	\$ 8,136.71	\$ 3,936.88	\$ 876.74	\$ 26,031.40
January	2019			\$ 2,631.30		\$ 1,217.71	\$ 2,841.41	\$ 10,883.78	\$ 713.90	\$ 1,752.54	\$ 20,040.64
February	2019								\$ -		\$ -
March	2019										\$ -
April	2019										\$ -
May	2019										\$ -
June	2018										\$ -
		\$ 487,449.27	\$ 34,020.18	\$ 17,327.62	\$ 12,654.15	\$ 7,425.47	\$ 18,232.74	\$ 46,441.31	\$ 17,721.15	\$ 6,205.64	\$ 647,477.53

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of February 28, 2019	In-Kind Required
Head Start:	1,735,370.33	433,842.58
Head Start T & TA:	12,768.45	3,192.11
Early Head Start:	687,244.63	171,811.16
Early Head Start T & TA:	13,369.89	3,342.47
Total:	2,448,753.30	612,188.33

Amount Required: 612,188.33
 Actual In-Kind: 647,477.53
 *Surplus/(Deficit): 35,289.21
 Surplus(Deficit): 35,289.21

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



SELF ASSESSMENT 2018-2019 SUMMARY

The program's self-assessment was conducted by a multi-disciplinary team consisting of YCOE HS/EHS staff and executive staff, parents, policy council members, and community partners in December 2018. Findings reveal a small challenge in the area of planning, and program staff are strategizing how best to address this area. YCOE HS/EHS continues to make great strides in the overall administration of the program.

Team Facilitators: Gail Nadal (Early Childhood Director), Genet Telahun (Program Administrator), Gustavo Melgoza (Health Services Manager), Ameer Dowkes (Education/Special Services Manager), Stephanie Gray (Nutrition and Wellness Coordinator), and Nicole Castrejon (Family Support Manager).

Introduction: YCOE Head Start/Early Head Start conducts a program self-assessment annually using staff, parents, governing bodies and the community. The self-assessment was utilized to evaluate the effectiveness and progress in meeting program goals, and to evaluate the effectiveness in implementing Federal and State Performance Standards and Regulations. The results of the self-assessment process influence the agency's program planning and the continuous improvement process. The 2018-2019 self-assessment was conducted from December 4 through December 21 2018.

Methodology: The Office of Head Start Monitoring FY 2017 Protocol, in combination with Program Monitoring Tools, were used to conduct the review. The instruments relied upon multiple sources of evidence collected by individual team members and a consensus building process involving the entire team to determine findings for each of the compliance questions. The three possible conclusions the team made for each of the core questions were: 1) Compliant; 2) Non-Compliant; and 3) Recommendations. The teams looked at interrelationships between management systems and service delivery to determine its outcomes, and all program sites were visited by representatives from each of the sub-teams representing Education, Health, Nutrition, Disabilities, Family & Community Partnerships and Program Design and Management and 166 children's files were audited. The following tables summarize YCOE's self-assessment outcomes:



SELF ASSESSMENT SUMMARY

<i>I. Program Governance (GOV)</i>	
Section 1 – Structure & Participation	Compliant
Section 2 – Roles, Responsibilities and Training	Compliant
Section 3 – Reporting to Governing Body and Policy Council	Compliant
<i>II. Management Systems (SYS)</i>	
Section 1 – Program Planning	Compliant
Section 2 – Ongoing Monitoring	Compliant
Section 3 – Human Resources	Compliant
Section 4 – Communication	Compliant
Section 5 – Recordkeeping and Reporting	Recommendations
Section 6 – Strengths and Summaries	Refer to Self-Assessment
<i>III. Fiscal Integrity (FIS)</i>	
Section 1 – Financial Management Systems	Compliant
Section 2 – Reporting	Compliant
Section 3 – Procurement	Compliant
Section 4 – Compensation	Compliant
Section 5 – Cost Principles	Compliant
Section 6 – Facilities and Property	Compliant
<i>IV. Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)</i>	
Section 1 – Recruitment and Selection	Compliant
Section 2 – Eligibility	Compliant
Section 3 – Enrollment	Compliant
Section 4 – Attendance and Participation	Compliant
<i>V. Child Health and Safety (CHS)</i>	
Section 1 – Access to Health and Dental Care	Compliant
Section 2 – Screening and Referrals	Compliant
Section 3 – Safe Physical Environments	Compliant
Section 4 – Healthy Practices and Routines	Compliant
Section 5 – Appropriate Group Sizes	Compliant
Section 6 – Transportation and Supervision	Compliant
<i>VI. Family and Community Engagement (FCE)</i>	
Section 1 – Partnerships with Families	Compliant
Section 2 – Parent-Child Relationships	Compliant
Section 3 – Parents as their Child’s Educators	Compliant
Section 4 – Parents in Transitions	Compliant
Section 5 – Community Partnerships	Compliant
<i>VII. Child Development and Education (CDE)</i>	
Section 1 – School Readiness	Compliant
Section 2 – Curriculum Selection and Implementation	Compliant
Section 3 – Individualizing	Compliant
Section 4 - Quality Teaching and Learning	Compliant

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7.2. Quarterly Report of Investments for Period Ending December 31, 2018

Type:

Informational

Description:

Debra Hinely, Director, Internal Business Services, will present this Item.

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 is the Yolo County Treasurer's quarterly Investment Portfolio Information for the period ending December 31, 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.

Recommended Motion:

For information only.

Attachments:

1. Executive Summary 4Q18
2. Investment Review 4Q18



Executive Summary – Fourth Quarter 2018

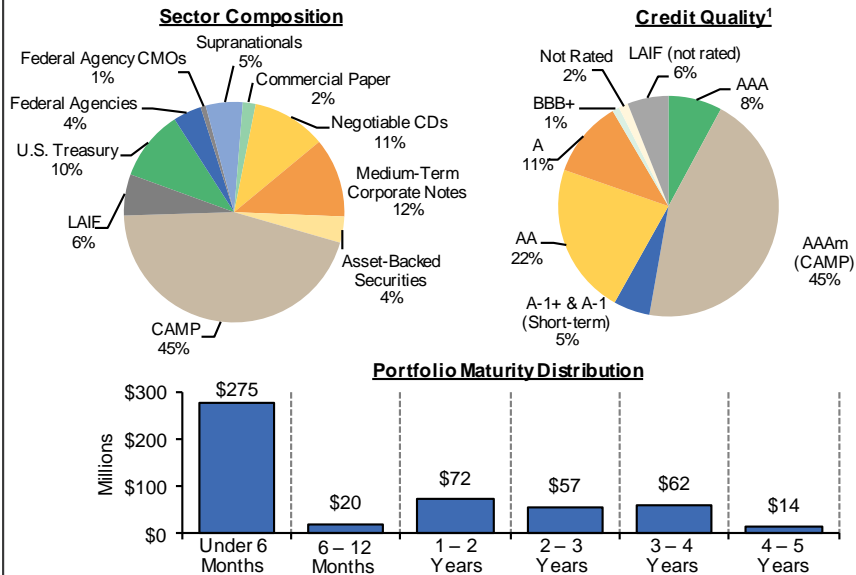
Portfolio Review

- The portfolio is in compliance with the California Government Code and the County's Investment Policy.
- The portfolio is well diversified among U.S. Treasuries, federal agencies, supranationals, negotiable CDs, corporate notes, commercial paper, asset-backed securities, CAMP, and LAIF.
- The portfolio comprises securities with high credit quality and has sufficient liquidity to meet the County's cash needs.
- The sharp decline in interest rates during the quarter resulted in strong positive total return performance from all fixed-income sectors as well as from the County's portfolio and its benchmark. The sectors which benefited the most during the quarter were in the government space, Treasuries and Federal Agencies. The County's portfolio had strong absolute performance for the quarter but underperformed the benchmark due to its shorter duration position and diversified sector allocation, relative to the benchmark.

The Economy

- The U.S. continued its robust growth, reflecting positive contributions from business investment, consumer spending, and federal, state, and local government spending.
- The labor market remained strong despite a slight increase in the unemployment rate to 3.9%, while modest gains were made for wage growth.
- Core inflation dipped just below the Fed's long-term target of 2% to 1.9% in November.
- The sell-off in equity markets in the fourth quarter sparked a flight to quality as investors sought the relative safety of U.S. Treasury obligations, pushing yields lower.
- The Fed increased short-term rates by an additional 0.25% to a new range of 2.25% to 2.50% for the fourth time in 2018 in December, but the consequential bump in yields was overcome by the strong demand for U.S. Treasuries.

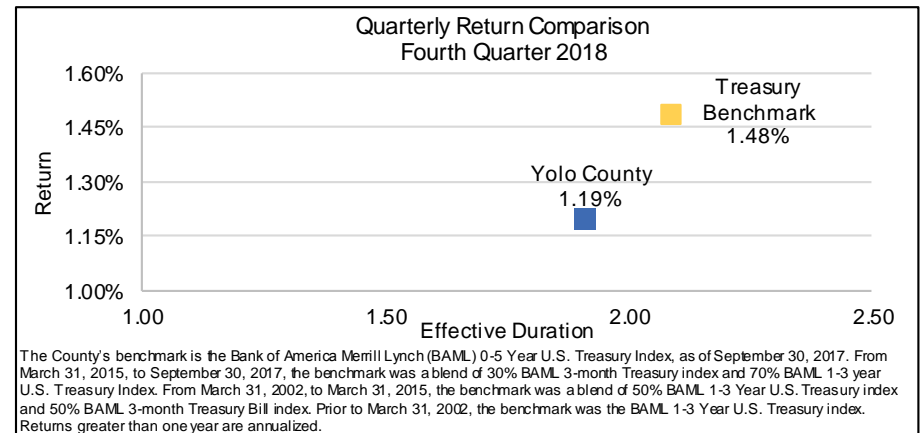
Portfolio Profile as of December 31, 2018



1. Ratings based on Standard & Poor's. Securities held in the County's portfolio are in compliance with California Government Code and the County's investment policy dated December, 2018.

	Quarter	Annualized Return	
		1-Year	5 Years
Yolo County ¹	1.19%	1.70%	1.03%
Treasury Benchmark	1.48%	1.61%	0.67%
Net Apportionment Rate	0.55%	-	-

Note: ¹PFM managed portfolio only.





Yolo County

Investment Review Fourth Quarter 2018

Presented By

Sarah Meacham, Managing Director
Allison Kaune, Senior Managing Consultant

February 12, 2019

50 California Street
Suite 2300
San Francisco, CA 94111

213 Market Street
Harrisburg, PA 17101
717-232-2723

PFM Asset
Management LLC
pfm.com

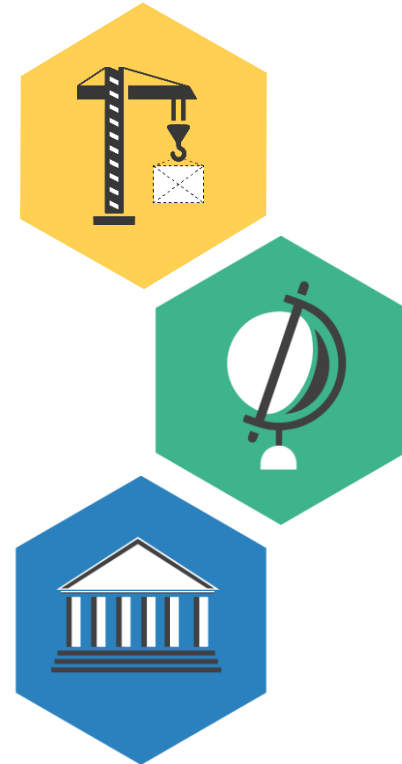


Economic and Interest Rate Update



2018 Market Update

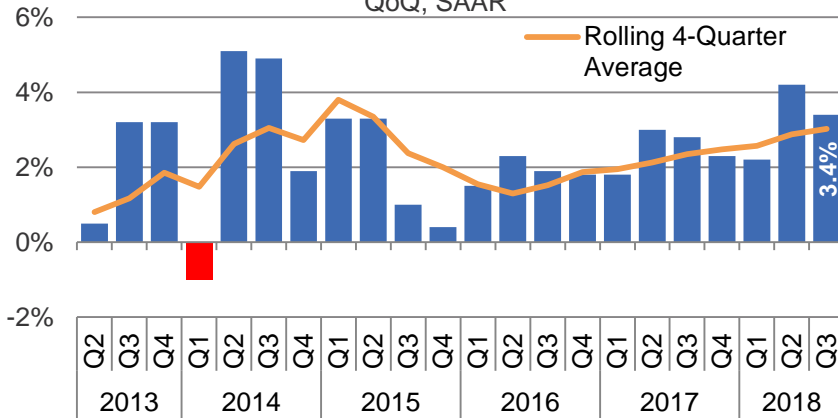
- ◆ Recent economic conditions were characterized by:
 - Solid GDP growth in the U.S., slowing global growth
 - Continued strength in the domestic labor market
 - Inflation just below the Fed's 2% target
 - Equity market sell-off late in the year
 - Interest rates increased most of the year before reversing course in fourth quarter
 - Four rate hikes by the Federal Reserve throughout the year



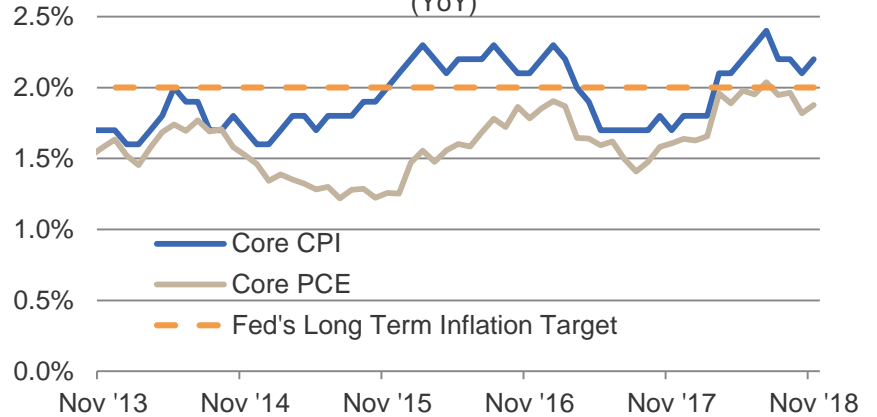


Economic Summary

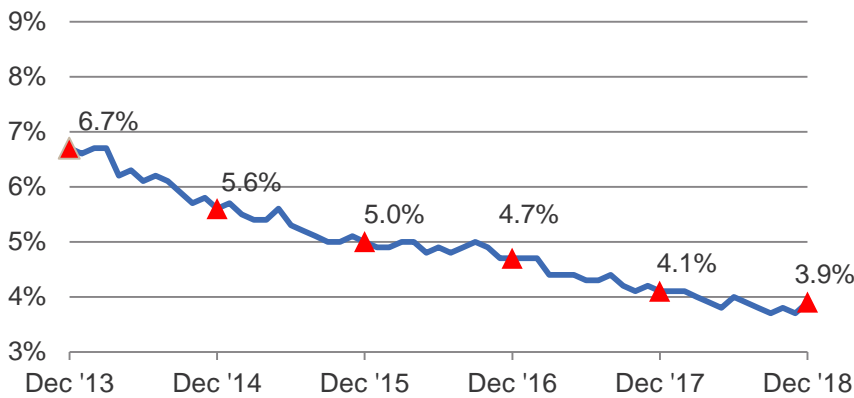
U.S. Real GDP
QoQ, SAAR



Inflation Measures
(YoY)



Unemployment Rate



Consumer Confidence

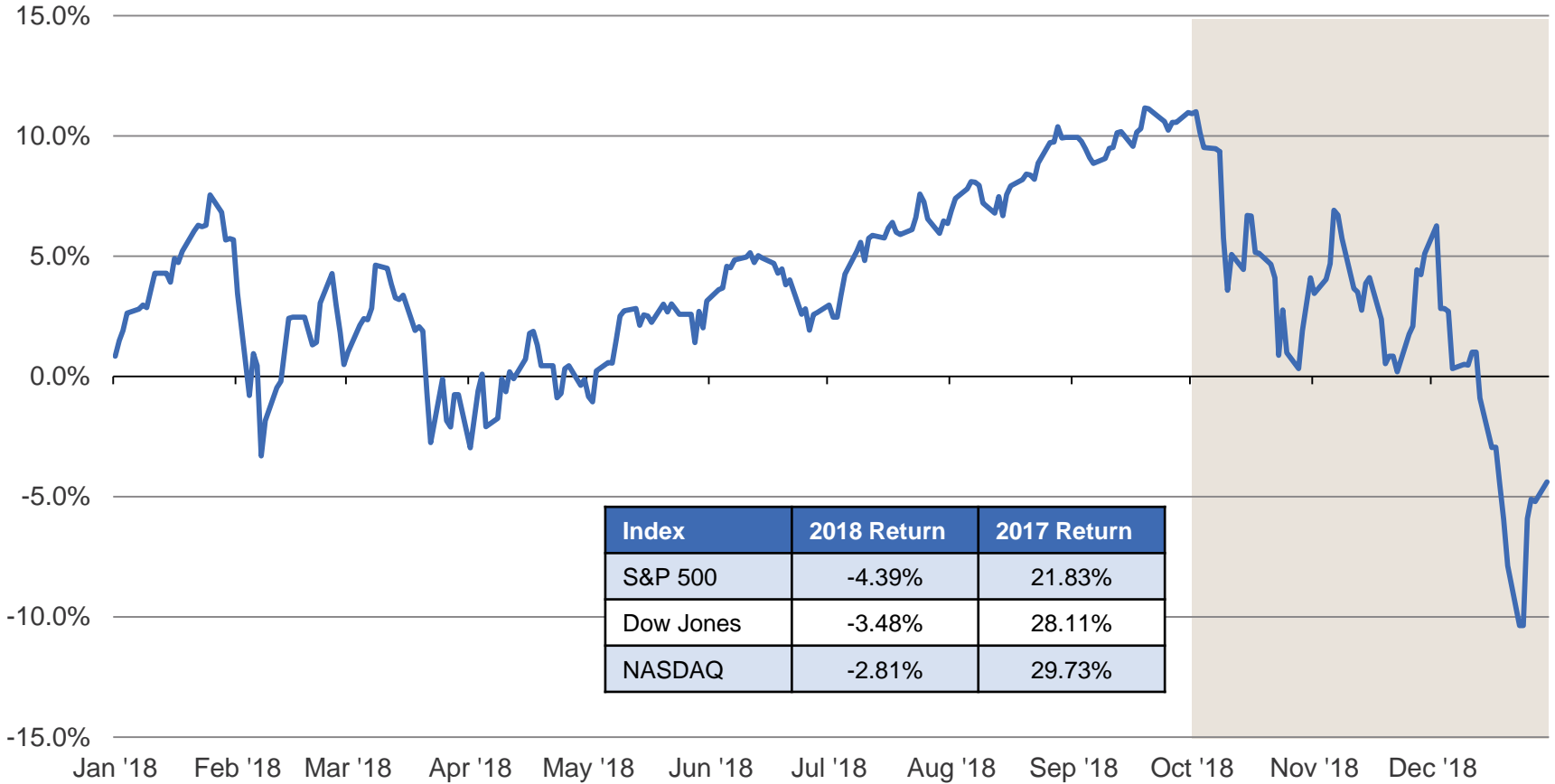


Source: Bloomberg, as of third quarter 2018. SAAR is seasonally adjusted annualized rate.



Fourth Quarter Stock Sell-Off Erases Year-to-Date Gains

S&P 500 Cumulative Total Return Year-to-Date



Source: Bloomberg, as of 12/31/2018.



Treasury Yields Fall from Recent Highs

2-Year Treasury Yields
December 31, 2017 – December 31, 2018

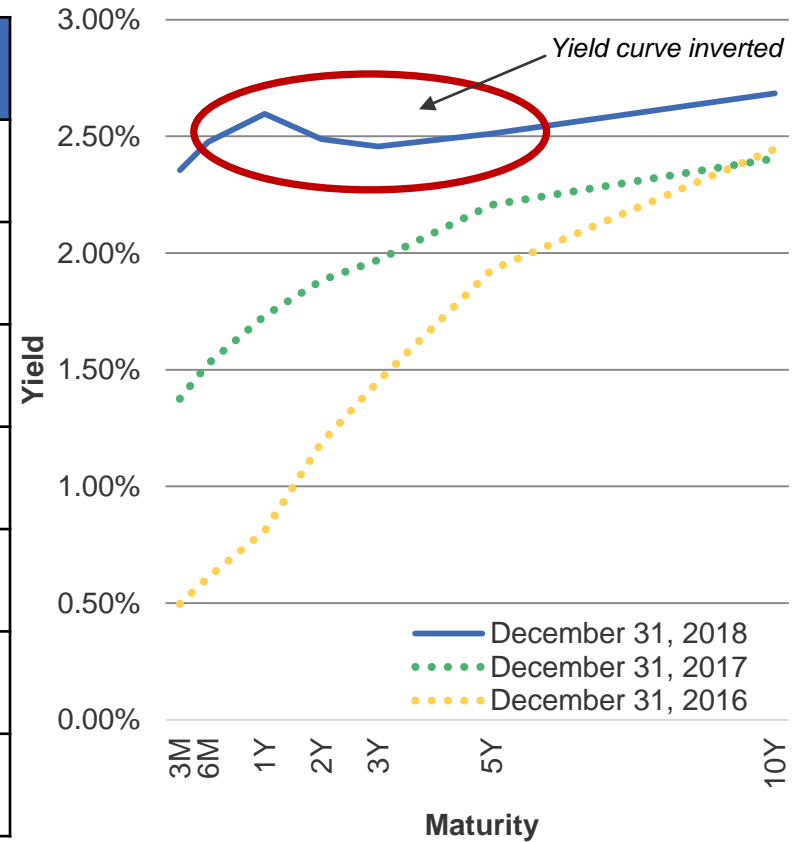


Source: Bloomberg, as of 12/31/2018.



U.S. Treasury Yield Curve

	4Q2018 12/31/18	4Q2017 12/31/17	4Q2016 12/31/16
3-month	2.35%	1.38%	0.50%
6-month	2.48%	1.53%	0.61%
1-year	2.60%	1.73%	0.81%
2-year	2.49%	1.88%	1.19%
3-year	2.46%	1.97%	1.45%
5-year	2.51%	2.21%	1.93%
10-year	2.68%	2.41%	2.44%



Source: Bloomberg, as of 12/31/2018.



Credit Spreads Widen with Market Volatility

- Volatility in equity markets in the fourth quarter caused an increase in demand for haven assets like Treasury bonds, widening credit spreads further to the highest level since 2016.

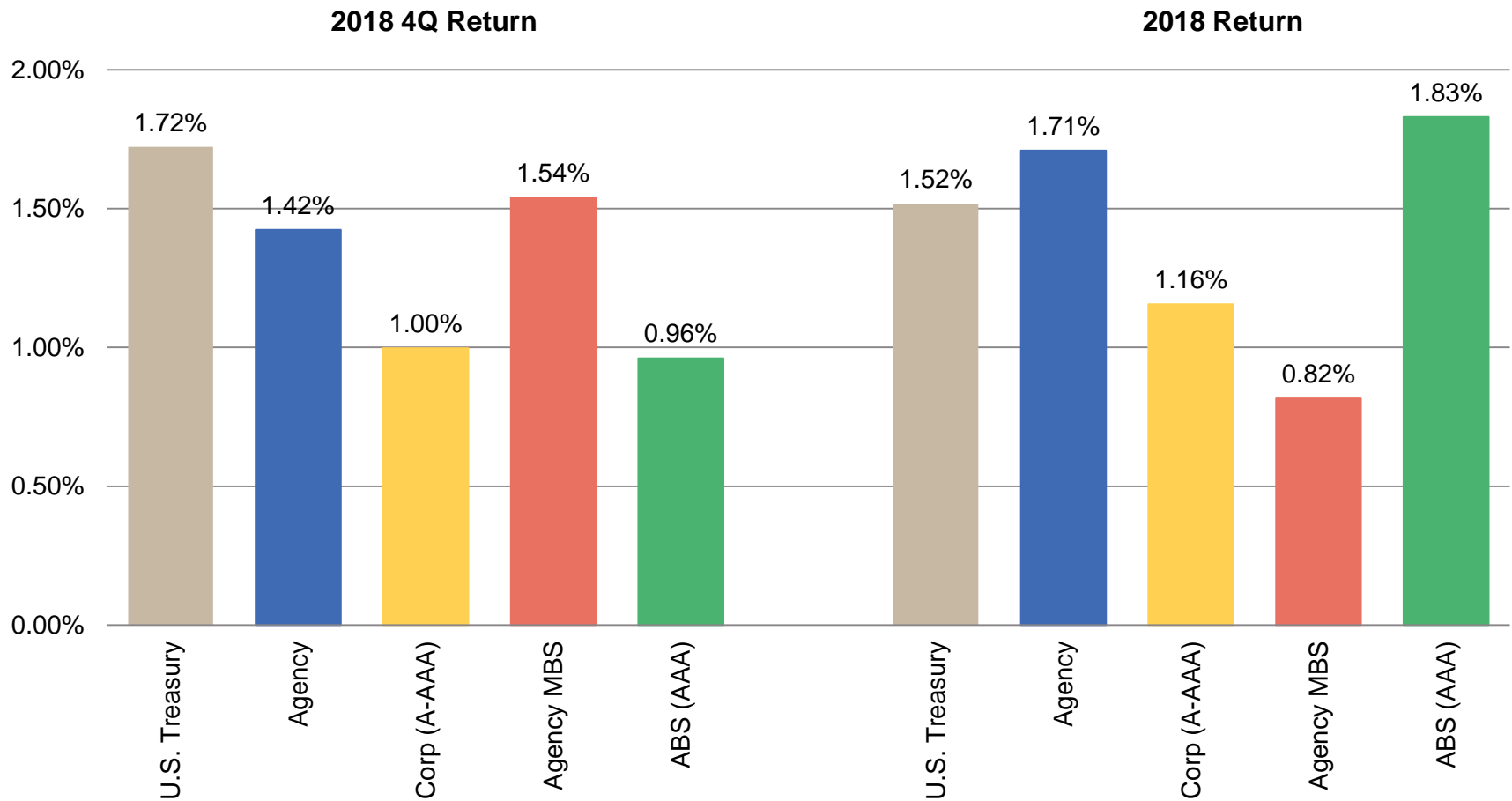
Yield Spread (OAS) of 1-5 Year AAA-A Corporate Index



Source: ICE BofAML Indices, as of 12/31/2018. OAS is option-adjusted spread versus a comparable-maturity Treasury.



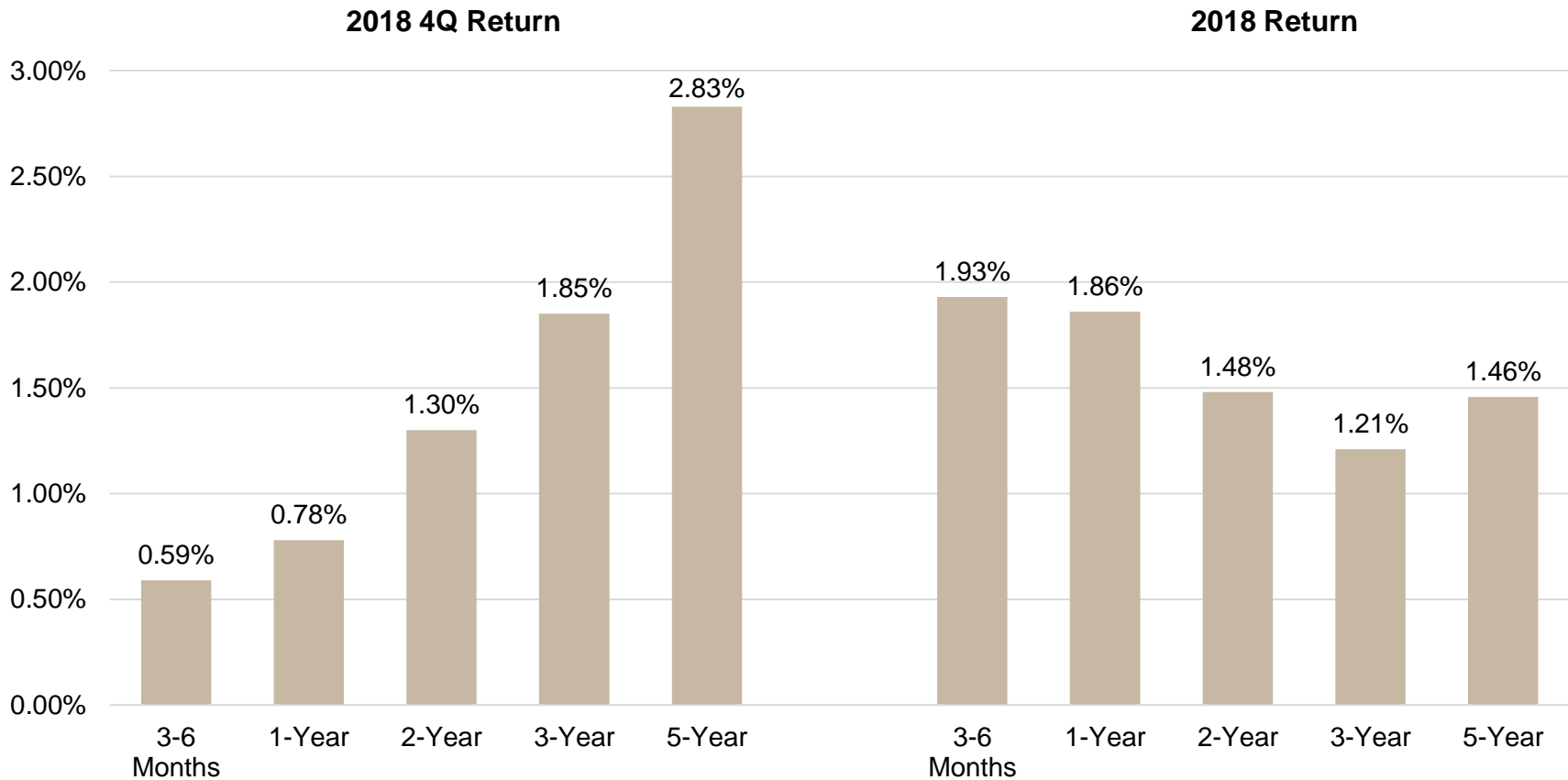
Fixed Income Sector Performance (1-5 Year Indices)



Source: ICE BofAML Indices, as of 12/31/2018. MBS and ABS indices are 0-5 year, based on weighted average life.



Fixed Income Maturity Performance (U.S. Treasury Sector)



Source: ICE BofAML Indices, as of 12/31/2018.



Portfolio Update



Fourth Quarter Portfolio Strategy

- Managing portfolio with a slightly conservative duration position relative to benchmark.
- Portfolio strategy was conservative and defensive in a period of heightened volatility and uncertainty.
- During the quarter we found relative value in:
 - U.S. Treasuries
 - Fourth quarter performance was led by the U.S. Treasury sector
 - Additions to the portfolio's Treasury sector helped to reduce relative underperformance versus the benchmark
 - Negotiable Certificates of Deposit & Commercial Paper
 - Spreads on negotiable bank certificates of deposit and commercial paper issuers rebounded in the fourth quarter from 12-month lows in the third quarter.
 - As a result, the portfolio benefited from additional allocations to these high-quality, short-term credit instruments at attractive yields.
 - Federal Agencies
 - As spreads widened between Treasuries and Federal Agencies, we found opportunities to add to the Agency sector, particularly with new issues.
 - Agencies outperformed credit sectors for the quarter.

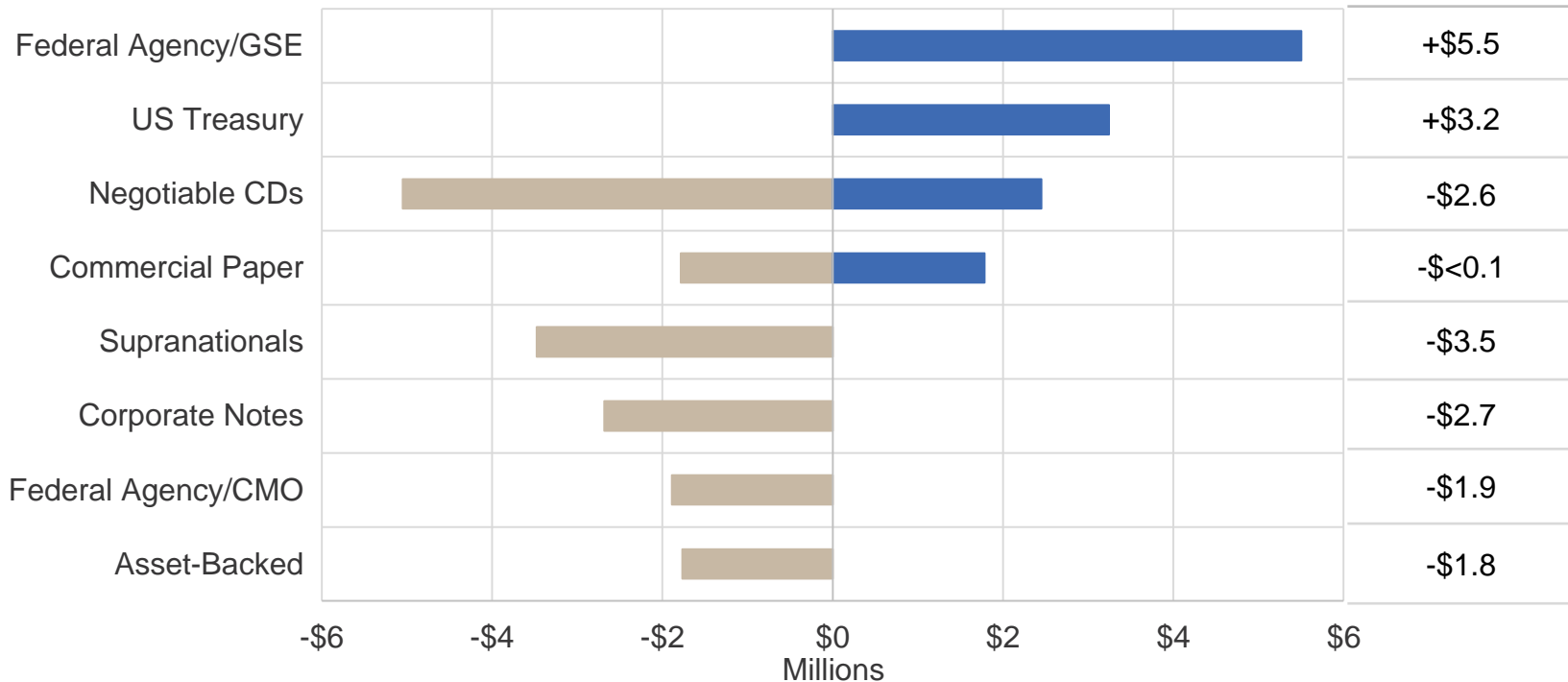


Summary of Trade Activity

Summary of Portfolio Trade Activity September 30, 2018 – December 31, 2018

■ Sales/Maturities ■ Purchases

Net Activity



◆ Purchases during the quarter totaled \$13 million and had an average yield of 3.02%

Based on par value of purchases, sells, maturities, and pay downs.

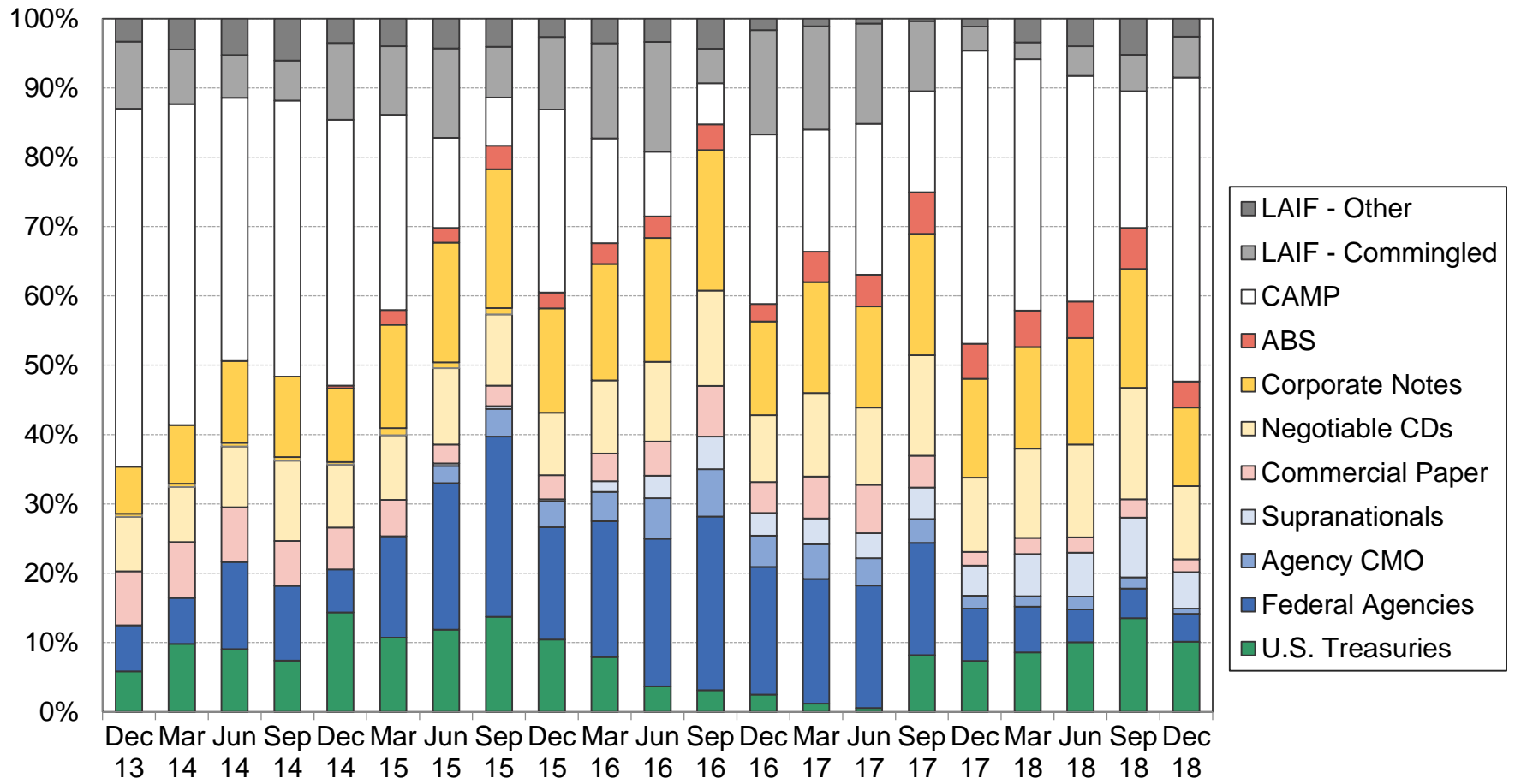


Portfolio Composition

Security Type	Market Value as of 12/31/18	% of Portfolio	% Change vs. 9/30/18	Permitted by Policy	In Compliance
U.S. Treasury	\$51,767,252	10.4%	-3.1%	100%	✓
Federal Agency	\$20,713,918	4.1%	-0.1%	100%	✓
Federal Agency CMOs	\$3,817,809	0.8%	-0.8%	100%	✓
Supranationals	\$27,059,533	5.4%	-3.2%	30%	✓
Negotiable CDs	\$54,179,764	10.9%	-5.2%	30%	✓
Corporate Notes	\$58,070,870	11.6%	-5.5%	30%	✓
Commercial Paper	\$9,442,369	1.9%	-0.8%	40%	✓
Asset-Backed Securities	\$19,159,122	3.8%	-2.1%	20%	✓
Securities Sub-Total	\$244,210,638	48.9%			
Accrued Interest	\$1,431,717				
Securities Total	\$245,642,355				
CAMP	\$224,881,023	45.0%	+25.3%	100%	✓
LAIF - Total	\$30,178,900	6.0%	-4.4%	\$65 million per account	✓
Total Investments	\$500,702,277	100.0%			



Adding Value Through Sector Allocation





Portfolio Issuer Distribution

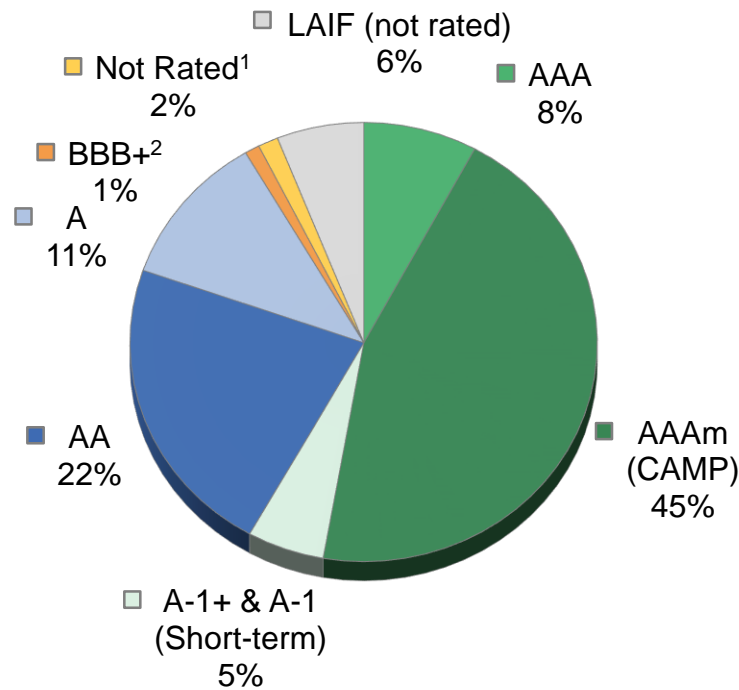
U.S. Treasury	21.2%	Apple Inc	1.4%
Intl Bank of Reconstruction and Dev	6.5%	JP Morgan Securities LLC	1.3%
Fannie Mae	5.5%	Canadian Imperial Bank of Commerce	1.3%
Freddie Mac	4.3%	JP Morgan Chase	1.2%
Credit Agricole	2.8%	Wells Fargo	1.2%
Svenska Handelsbanken	2.6%	Toyota Auto Receivables	1.2%
International Finance Corporation	2.5%	Bank of Tokyo Mitsubishi, U.S.	1.1%
American Express	2.4%	Credit Suisse	1.1%
Sumitomo Mitsui Bank	2.3%	IBM	1.1%
Toyota Motor Credit	2.1%	Visa	1.1%
Swedbank	2.1%	Bank of America	1.1%
Inter-American Development Bank	2.1%	LendingClub	1.1%
Honda Auto Receivables	2.1%	BB&T	1.0%
Skandinav Enskilda Banken NY	2.0%	Goldman Sachs (FDIC)	1.0%
American Honda Finance	2.0%	Cisco Systems	1.0%
Bank of New York	2.0%	BNP Paribas	0.7%
Ally Auto Receivables Trust	1.9%	Chevron Corp.	0.7%
Bank of Montreal Chicago	1.8%	United Parcel Service	0.6%
Westpac Banking Corp (NY)	1.8%	John Deere Owner Trust	0.6%
Hyundai Auto Receivables	1.8%	Berkshire Hathaway	0.5%
Bank of Nova Scotia Houston	1.8%	National Rural Utilities Cooperative Finance Corporation	0.4%
Exxon Mobil	1.7%	Nissan Auto Receivables	0.2%
Nordea Bank	1.6%	Federal Home Loan Bank	0.2%
UBS	1.6%	Unilever Capital Corp.	0.2%



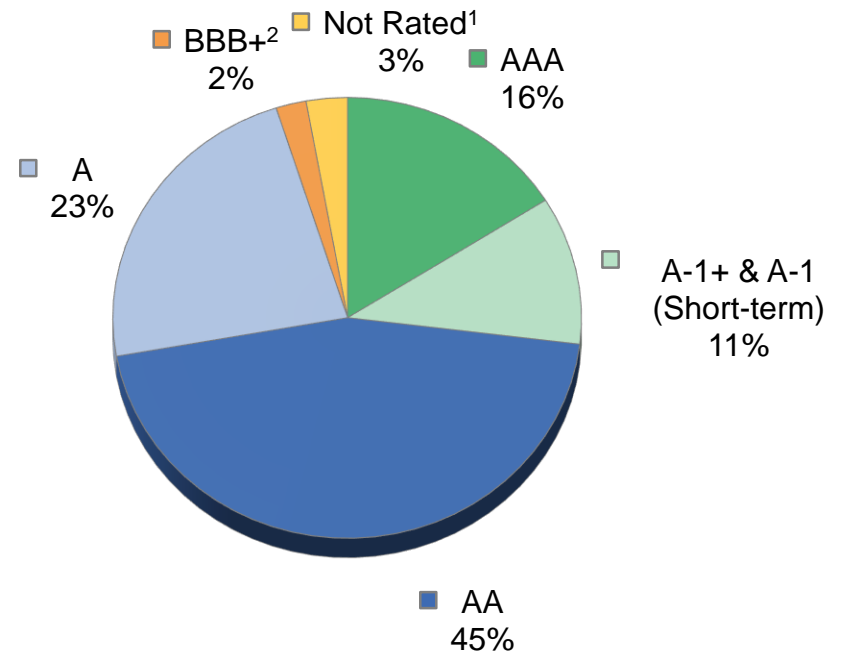
Portfolio Credit Quality

◆ The County's portfolio comprises high-quality securities.

Including Liquid Accounts



Excluding Liquid Accounts



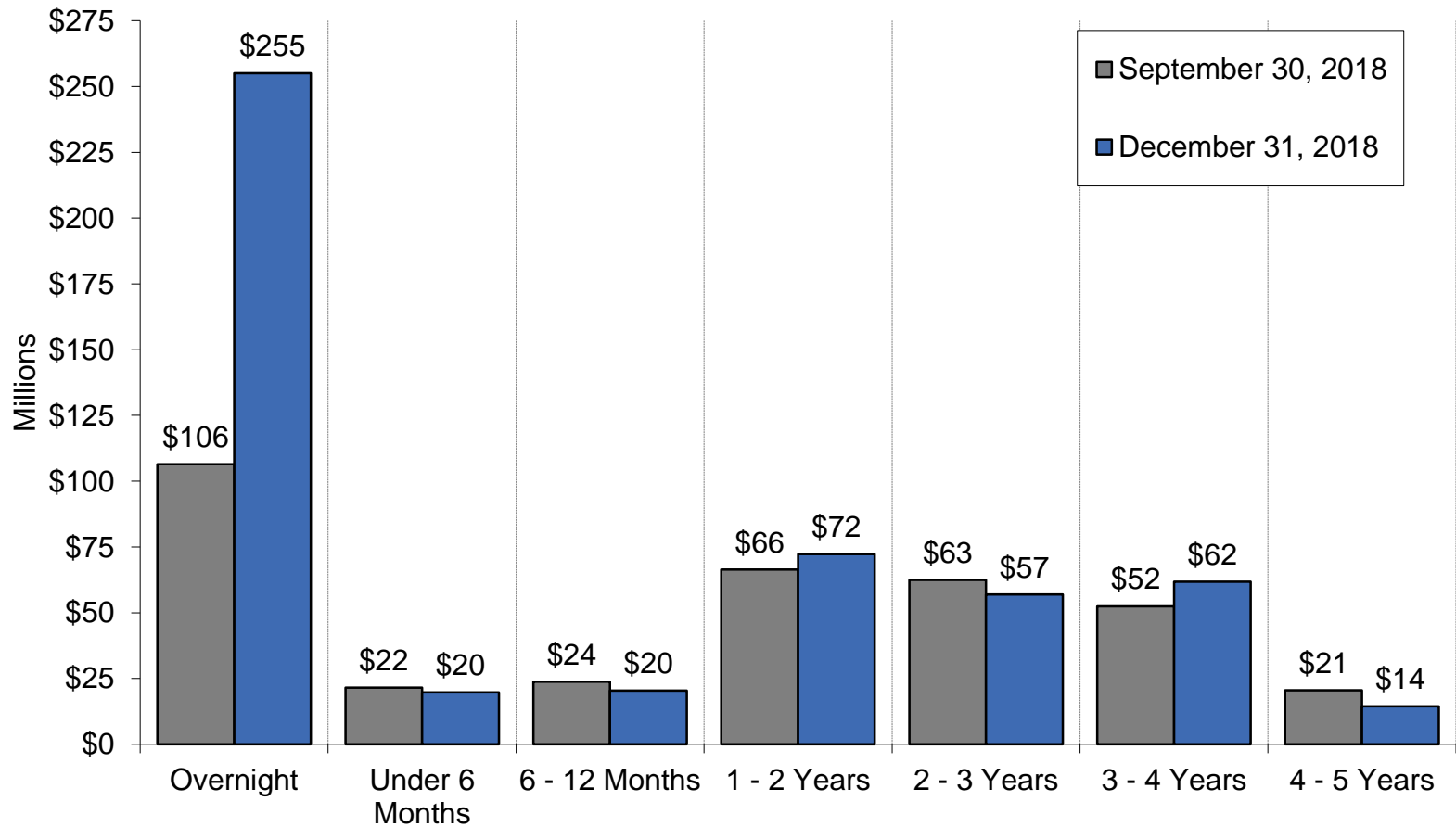
As of December 31, 2018. Percentages may not sum to 100% due to rounding.
 Ratings are based on Standard & Poor's.

1. The "Not Rated" category comprises asset-backed securities rated Aaa by Moody's.

2. The "BBB+" category comprises securities rated in a rating category of A or better by at least one NRSRO.



Portfolio Maturity Distribution



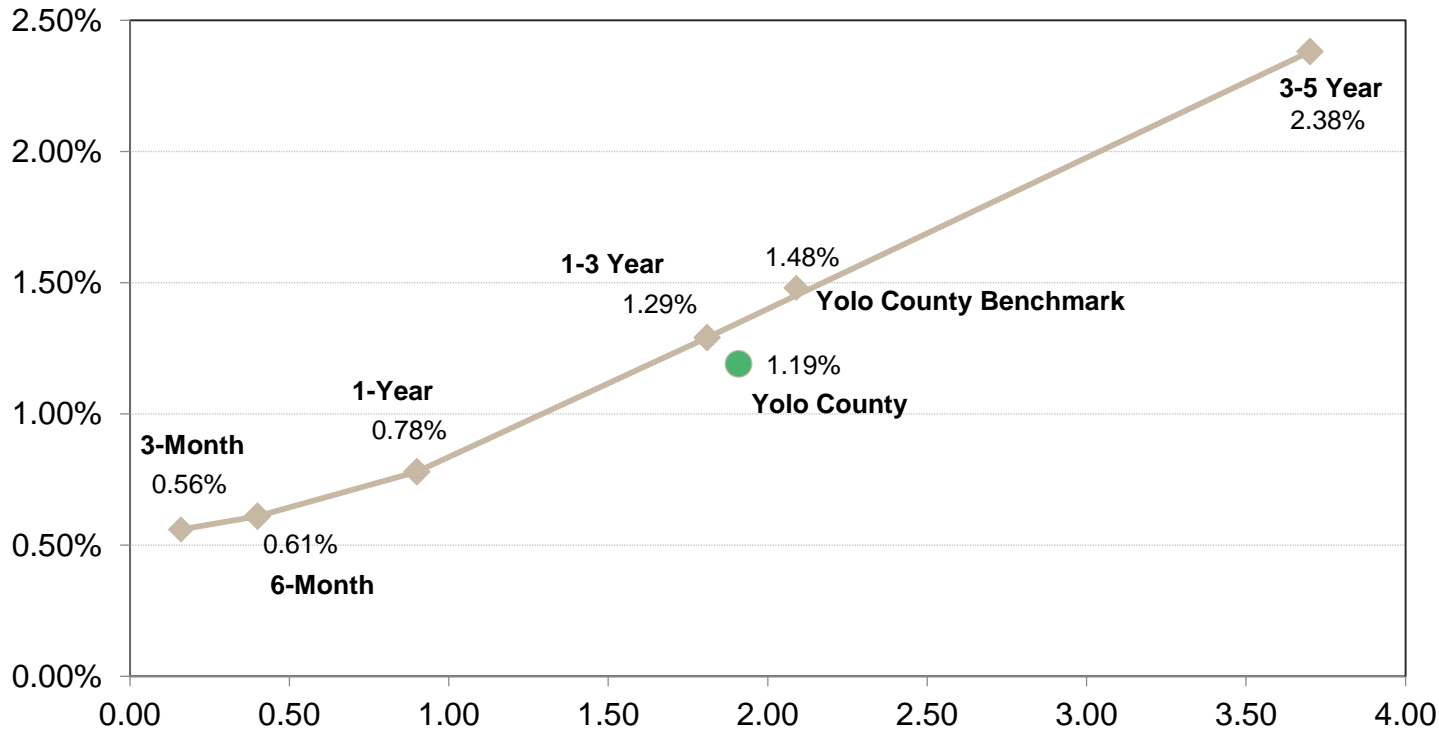
Callable and floating-rate securities are included in the maturity distribution analysis to their stated maturity date.



Longer-Duration Strategies Outperformed as Rates Fell in Fourth Quarter

Quarterly Total Returns

Yolo County, Yolo County Benchmark, and Various ICE BofA Merrill Lynch Treasury Indices



Yields

Portfolio Yield and LAIF Quarterly Apportionment Rate	
Yolo County	2.22%
LAIF	2.40%

- For periods ending December 31, 2018
- Yolo County yield is the weighted average yield at cost
- Source: Bloomberg, LAIF website.
- The County's benchmark is the ICE Bank of America Merrill Lynch (BAML) 0-5 Year U.S. Treasury Index. From March 31, 2015, to September 30, 2017, the benchmark was a blend of 30% ICE BAML 3-month Treasury index and 70% ICE BAML 1-3 year U.S. Treasury Index. From March 31, 2002, to March 31, 2015, the benchmark was a blend of 50% ICE BAML 1-3 Year U.S. Treasury index and 50% ICE BAML 3-month Treasury Bill index. Prior to March 31, 2002, the benchmark was the ICE BAML 1-3 Year U.S. Treasury index.



Total Return Performance

- Falling interest rates resulted in strong absolute returns for all fixed income sectors.
- The Portfolio underperformed the benchmark for the quarter due to a flight to quality resulting in widening yield spreads and a conservative duration position.
- Historically, the Portfolio continues to outperform the benchmark by a wide margin.

Total Return For periods ended December 31, 2018

	Duration (years)	Past Quarter	Past 1 Year	Past 5 Years	Past 10 Years	Since Inception
Yolo County	1.91	1.19%	1.70%	1.03%	1.29%	3.10%
Treasury Benchmark	2.09	1.48%	1.61%	0.67%	0.64%	2.45%

- Performance on a trade-date basis, gross (i.e., before fees), in accordance with the CFA Institute's Global Investment Performance Standards (GIPS).
- Bank of America Merrill Lynch indices provided by Bloomberg Financial Markets.
- Inception date is June 30, 1998.
- Performance, yield, and duration calculations exclude holdings in CAMP, LAIF, and the money market fund.
- The County's benchmark is the ICE Bank of America Merrill Lynch (BAML) 0-5 Year U.S. Treasury Index. From March 31, 2015, to September 30, 2017, the benchmark was a blend of 30% ICE BAML 3-month Treasury index and 70% ICE BAML 1-3 year U.S. Treasury Index. From March 31, 2002, to March 31, 2015, the benchmark was a blend of 50% ICE BAML 1-3 Year U.S. Treasury index and 50% ICE BAML 3-month Treasury Bill index. Prior to March 31, 2002, the benchmark was the ICE BAML 1-3 Year U.S. Treasury index.



Earnings Analysis

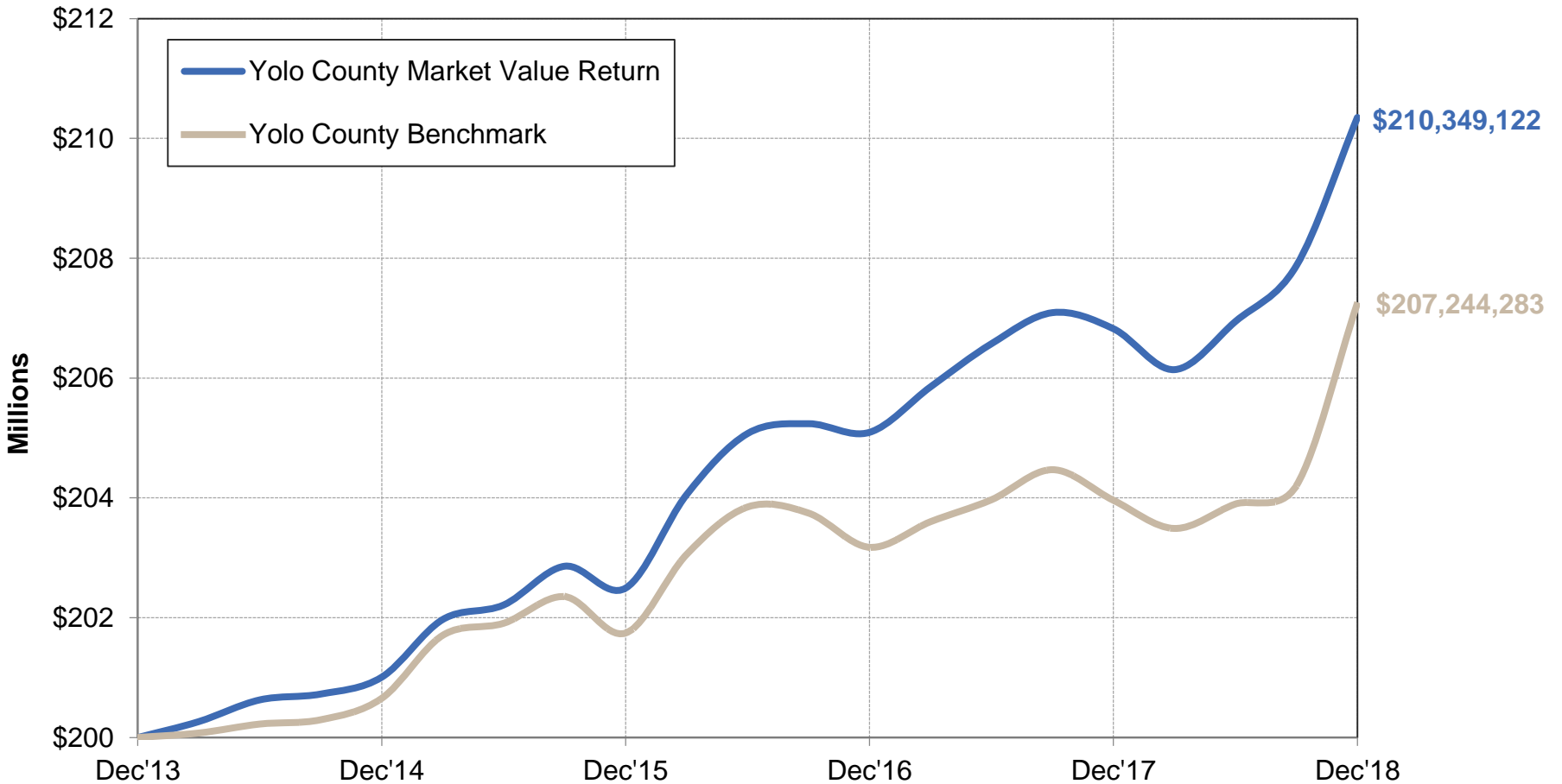
As of December 31, 2018

Period	Q1 18	Q2 18	Q3 18	Q4 18	12-Mo. Totals
Interest Earned	\$1,155,071	\$1,217,773	\$1,263,935	\$1,270,176	\$4,906,955
Change in Value	(\$165,844)	(\$353,615)	(\$123,550)	\$44,993	(\$598,016)
MV Portfolio Earnings	\$989,227	\$864,157	\$1,140,385	\$1,315,169	\$4,308,938
Total Return	-0.33%	0.39%	0.45%	1.19%	1.70%
Change in 2-Yr Treasury	0.40%	0.38%	0.26%	0.29%	-0.33%

- Performance on trade-date basis, gross (i.e., before fees), in accordance with the CFA Institute's Global Investment Performance Standards (GIPS).
- Quarterly returns are presented on an unannualized basis.
- May not sum to total due to rounding.



County's Strategy Continues to Be Effective



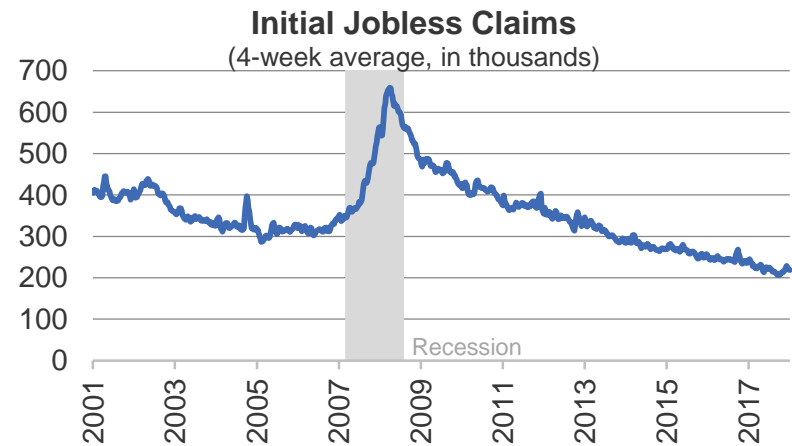
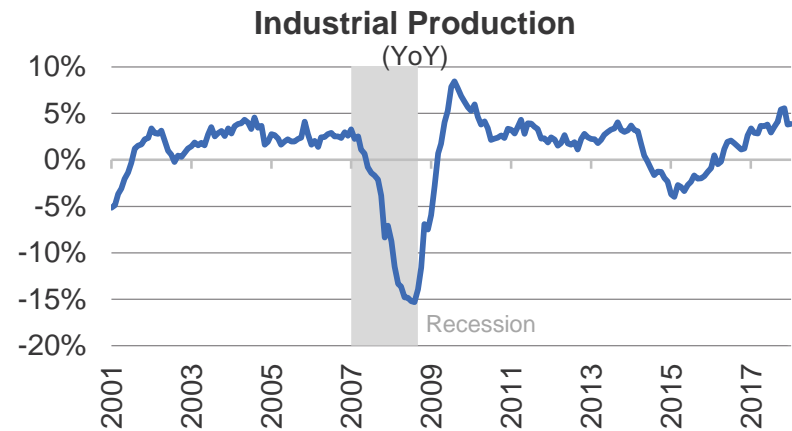
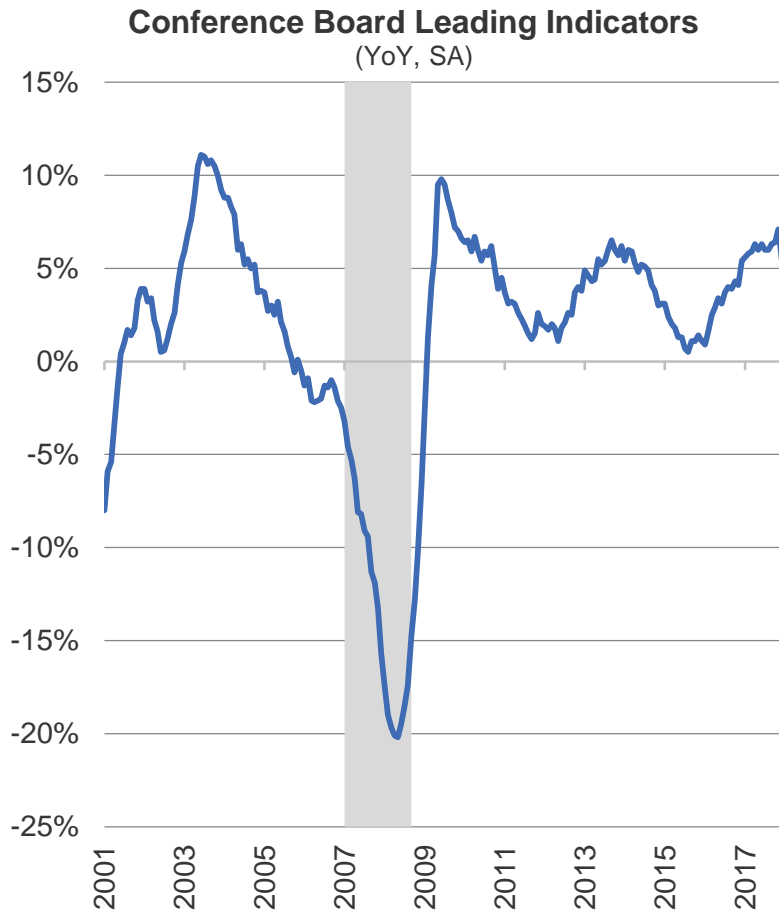
- Source: Bloomberg.
- Hypothetical growth of \$200 million.
- Past performance is not indicative of future performance.



Outlook



U.S. Recession Indicators: Risks Appear Low in the Near Term



Source: Bloomberg, latest data available as of 12/31/2018. SA is seasonally adjusted.



The Fed's Latest (December) Economic Projections Less Optimistic

Indicator	2018		2019		2020		2021		Longer run	
	Sept.	Dec.	Sept.	Dec.	Sept.	Dec.	Sept.	Dec.	Sept.	Dec.
Real GDP (YoY)	3.1%	3.0%	2.5%	2.3%	2.0%	2.0%	1.8%	1.8%	1.8%	1.9%
Unemployment Rate	3.7%	3.7%	3.5%	3.5%	3.5%	3.6%	3.7%	3.8%	4.5%	4.4%
PCE Inflation (YoY)	2.1%	1.9%	2.0%	1.9%	2.1%	2.1%	2.1%	2.1%	2.0%	2.0%
Core PCE (YoY)	2.0%	1.9%	2.1%	2.0%	2.1%	2.0%	2.1%	2.0%	-	-
Federal Funds Rate (Median)	2.4%	2.4%	3.1%	2.9%	3.4%	3.1%	3.4%	3.1%	3.0%	2.8%

Source: Federal Reserve, as of December 2018. Green denotes an improved projection in December compared to September, red for lower projection.



Investment Strategy Outlook

- ◆ The Federal Reserve is recalibrating monetary policy, reducing the number of expected rate hikes for 2019.
 - As a result, we are less defensive about rates and plan to increase portfolio duration.
 - Manage portfolio duration to be closer to the benchmark.
- ◆ Current challenges to finding value in the market include:
 - Extremely flat to inverted yield curve
 - Volatile markets
 - Heightened risk from political gridlock
- ◆ Corporate spreads continued to widen in November and December.
 - Wide spreads create opportunities to add corporates at more attractive levels.
 - We also find continued value in asset-backed securities.
- ◆ Our 2019 strategy will emphasize income over anticipated changes in market value.
- ◆ Broad diversification across all investment-grade sectors remains a key component of our portfolio strategy while maintaining a high credit quality for the County's portfolio.



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.

Thank You



**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7.3. LCAP Quarterly Update

Type:

Informational

Description:

Micah Studer, Executive Director of Equity and Support Services will present this item.

The quarterly update is an opportunity for Alternative Education to share with the Board of Education what progress is being made in implementing the board-adopted LCAP.

Recommended Motion:

None at this time.

Attachments:

1. LCAP Goal Report March 2019



LCAP Goal Report

March 2019

Goal 1:

Develop and Implement a multi-tiered system of support in collaboration with partner agencies and families that improves student: social-emotional health and overall well-being and successful reintegration to comprehensive or community school settings using pro social behaviors.

Action 1	<ol style="list-style-type: none"> 1. Refer to Communicare for mental health services for youth and to supplement our efforts to engage families in trusting partnerships. Hire .2 FTE YCOE Mental Health Therapist. Develop a program-wide wellness plan in collaboration with staff, partner agencies, and families. 2. Continue to investigate the development of a wellness center on the campus at Chavez in Woodland. 3. Continue contract with Fathers & Families of San Joaquin County to serve youth in the Office of Refugee Resettlement (ORR) program. 4. Continue partnership with Brown Issues/California Endowment to site mentor and related programs at no cost to YCOE. 5. Consider continuing contract with a cognitive behavioral program at the Chavez sites based on analysis of spring pilot.
Comments:	<p>03/08/2019 03:17 PM: Communicare is on site daily to work with youth enrolled in YCCP. Students may see the therapist at any time during their morning schedule. Students are also given the opportunity to be part of a mentoring program with Brown issues.</p> <p>03/08/2019 02:22 PM: Brown issues works with DJ students twice a week on Second chance with music, and mentor ship. YCOE meets with collaborative partners (MDT Meetings) on the continuing of wellness services for our youth. (Services including but not limited to academic guidance counseling, tutoring, mentoring, and social/emotional support.</p> <p>03/13/2019 08:48 PM: (K.S.) 3/13/19</p> <p>* Students are referred through the Crisis Services collaborative with Yolo County Department of Alcohol, Drug, and Mental Health.</p> <p>* Referrals to Communicare and other mental health providers are made through the Mental Health Crisis Health Crisis & Access Line which is available 24 hours a day, 7 days a week.</p> <p>* The wellness center is currently "on-hold" because of facilities and funding. A wellness center was visited at Woodland Community College which could serve as a model program</p> <p>(GG) 3/13/19</p>

	<p>* Communication with staff from Fathers & Families has been ongoing. However, the program has not been scheduled yet to begin at Dan Jacobs with the ORR Program.</p> <p>* The California Endowment provides a full-time "Youth Mentor" to work with youth at CCCS Woodland and Dan Jacobs daily. Youth are provided leadership opportunities as well as frequent field trip opportunities. (K.S. 3/13/19)</p> <p>* CBT (Cognitive Behavioral Therapy) ... currently no CBT program is in place yet.</p>
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Action 2	<ol style="list-style-type: none"> 1. Provide Inclusive Behavior Instruction. 2. Continue CARE (Compassion, Awareness, Responsibility and Excellence) Academy at Dan Jacobs and plan for implementation across the remaining Alternative Education sites using a YCOE-selected leadership team. 3. Continue professional development in Trauma- informed practices (TIPs) and implementation of TIPs 4. Explore restorative practices professional development e.g., Nurtured Hearts, Sacramento Area Youth Speaks (SAYS)
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Comments:	<p>03/08/2019 03:17 PM: SAYS partners with DAN JACOBS, CCCS WOODLAND AND YCCP on delivering a curriculum focused on poetry and writings.</p> <p>03/08/2019 02:22 PM: Implementation of Tier 1 of Positive Behavior Intervention and Supports with collaborative feedback from Juvenile Detention Staff.</p> <p>03/13/2019 08:48 PM: G.G. 3/13/19)</p> <p>* The C.A.R.E. program is in the implementation phase at CCCS Woodland. The four pillars of the C.A.R.E. program are in place in the program and reinforced by staff and practiced by students.</p> <p>* The Alternative Education Mental Health Therapist (.2 FTE) has provided two specific trainings for the Alternative Education Staff. In addition, three staff members attended a training by Kathleen Sourers provided by YCOE.</p> <p>* Restorative practices are in place throughout the alternative education programs. However, more research is currently being conducted to implement a consistent program throughout all sites.</p> <p>* The Nurtured Heart book has been purchased for all staff. However, due to other initiatives, the program is currently "on-hold".</p> <p>* S.A.Y.S. (Sacramento Area Youth Speaks) is currently in place at Dan Jacobs as well as CCCS Woodland. The director of S.A.Y.S. , Dr. Vajra Watson, also provides professional development for the Alternative Education Staff.</p>
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Action 3	<ol style="list-style-type: none"> 1. Continue to utilize passenger van to support transportation of youth to and from school and field trips. 2. SOS maintenance costs.
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Comments:	<p>03/08/2019 03:17 PM: Students are at times transported using YCOE vans to and from school and field trips.</p> <p>03/13/2019 08:48 PM: (G.G. 3/13/19)</p>
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	* The Youth Advocate transports an average of 7-10 CCCS Woodland students daily for a total of 249 youth to-date. In addition, he has done 33 home visits.
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Action 4	<ol style="list-style-type: none"> 1. Implement the use of the student information system and assessment management system across our program. 2. SERVICES: <ol style="list-style-type: none"> a. Train staff and Implement Analytics software b. AERIES student system 3. Contract with Aeries to support the Student Information System and to monitor student progress toward goals
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Comments:	<p>03/08/2019 03:17 PM: Academic teachers have been trained on how to use AERIES and its components of transcripts, ILPs, attendance and interventions.</p> <p>03/08/2019 02:22 PM: Implementation of Individual Learning Plans through AERIES. Written documentation into AERIES pre-intervention for "other means of correction."</p>
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Action 5	<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <ul style="list-style-type: none"> ● Home Visits/Family Engagement ● Staff and Family Training ● Coordination of Services with Agency, Business, and Educational partners
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Comments:	<p>03/08/2019 03:17 PM: Home visits are conducted in partnership with Probation and the counselor from YCOE. Counselor from YCOE provides support and information on attendance and academics .</p> <p>03/08/2019 02:22 PM: Staff trained on Special Education and Positive Behavior Intervention and Supports.</p> <p>03/13/2019 08:48 PM: (K.S.3/13/19)</p> <p>* The school counselor has conducted 6 home visits for chronically truant youth. (G.G. 3/13/19)</p> <p>* The Youth Advocate has conducted 32 home visits. In addition, he has provided transportation to or from school for 249 rides since the start of the school year.</p>
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Action 6	Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, prosocial behavior, and increased student achievement.
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Comments:	No change from the last report
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Action 7	<ol style="list-style-type: none"> 1. Design, implementation and evaluate program effectiveness: On a regular basis utilize data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk- through, and Program Implementation checklists) including the core components of Implementation Science. 2. Use the Fidelity Implementation Assessment (FIA) to evaluate the strengths and opportunities for improving services to youth enrolled in our programs and their families
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Comments:	<p>03/08/2019 03:17 PM: All teachers work with students on the development of Individual Learning Plans. In the learning plans the teacher assist the students on developing academic, social and post secondary goals. The ILPs are updated twice a year.</p> <p>03/08/2019 02:22 PM: Data and information with attendance, ILPs, and transcript evaluation share with youth at all sites. Academic Achievement in ELA/Math via the STAR program shared with youth and with staff at scheduled staff meetings. Academic assessments are used as a tool to guide instruction.</p>
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Goal 2:

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

Action 1	<ol style="list-style-type: none"> 1. Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core), with an emphasis on English Language Development, academic vocabulary, and reading proficiency 2. Continue to contract with the American Reading Company for professional learning in support of English learners accessing core content and advancing in English language proficiency levels 3. Continue to explore math curriculum replacement, provide training and use supplemental materials in the following areas: <ol style="list-style-type: none"> a. Algebra I California Standards (Common Core) b. Critical thinking, reasoning, and problem solving
Comments:	<p>03/08/2019 03:17 PM: All teachers are encouraged to implement Culturally Relevant Curriculum. Teachers are provided staff development on the subject matter with support from administration and curriculum and instruction department from YCOE.</p> <p>03/08/2019 02:22 PM: Implementation of culturally relevant curriculum at all sites is ongoing. Teachers set aside time for collaboration to discuss relevant topics. ARC (American Reading Company literature and assessments) are implemented at all sites. Math curriculum has been enhanced with the implementation of Edgenuity.</p>

Action 2	Implement the instructional materials to meet the needs non-English speaking students in subject areas such as science and social studies, including the acquisition of additional instructional materials in Spanish for relevant student populations, in particular those in the Office of Refugee Resettlement (ORR) program.
Comments:	03/08/2019 02:22 PM: Two Teachers have formed a collaborative with University of California at Davis School of Education. Teachers attended an ELD curriculum mapping development class for 9 weeks. Twice a month these two teachers meet with the Director of the School of Education from UC Davis to collaborate and continue development of ELD curriculum.

Action 3	Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well- maintained learning environment.
Comments:	03/08/2019 02:22 PM: All instructors at all sites have been evaluated on the California Standards of Teaching. All teachers have or are in the process of earning their credential. 03/08/2019 03:17 PM: Teachers meet requirements set forth by the California Department of Education on having a current California Teaching Credential. Instruction is delivered with the emphasis of respect and the valuing students well being. Teachers have been evaluated using the six standards of teaching practices.

Action 4	Purchase hardware and software and provide professional development to integrate technology in the instructional program.
Comments:	03/08/2019 02:22 PM: Each classroom uses technology as part of their instructional program. Each classroom has desktops that can serve up to 10 students per classroom. Each classroom has projectors that are used daily. All three classrooms use online assessments and instruction. 03/08/2019 03:17 PM: Teachers implement technology in the classroom in a variety of ways. Students are given the opportunity to use chromebooks, online academic curriculum; Edgenuity, and student assessment via the STAR Renaissance.

Goal 3:

Provide an instructional program that prepares students with relevant college and career readiness skills by:

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

Action 1	Use Individualized Learning Plans (ILP) that will provide feedback to student, teachers and parents on the student’s progress in the following areas: <ul style="list-style-type: none"> • credit towards graduation • pro-social adjustment • career & college ready skills • physical education program at DJ
Comments:	03/08/2019 02:22 PM: Teacher with feedback from students have completed their Individual Learning Plans. ILPs are updated three times a year for students who remain enrolled at Dan Jacobs for the long term. In the ILPs goals are created, transition plans are developed. Physical Education program was implemented in September. 03/08/2019 03:17 PM: ILPs are used by students, and teachers as a plan to develop goals with their current academic program, and post secondary transition. Previous and present services are discussed and documented. ILPs are updated twice a year.

	<p>03/13/2019 08:48 PM: (K.S. 3/13/19) * I.L.P.'s (Individual Learning Plans) are implemented at all alternative education sides. * I.L.P.'s drive classroom teachers and staff to educate students and families on remaining credits, pro-social adjustments and support systems, career and college ready skills and partnerships,</p>
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Action 2	<ol style="list-style-type: none"> Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography. Implement "A Second Chance through Music" at all sites.
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Comments:	<p>03/08/2019 02:22 PM: Students work with an art instructor from Yolo Arts weekly. Second Chance through Music is conducted one a week with Brown Issues being the lead. 03/08/2019 03:17 PM: All students are given the opportunity to participate in an Art Program, instructed by Yolo Arts Teaching Artists. Yolo Arts provides two instructors on campus weekly.</p>
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Action 3	<p>Strategic Planning:</p> <ol style="list-style-type: none"> Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities for instructional and support staff. Provide a three-day Summer Academy in June 2019 for instructional and support staff to revise and expand culturally-relevant curriculum units and collaborative projects.
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Comments:	<p>03/08/2019 02:22 PM: Each staff member attends weekly Staff Development Meetings at Chavez. Focus of the Staff Development; creating Culturally Relevant School(s). 03/08/2019 03:17 PM: All staff are given the opportunity to attend weekly staff development on Culturally Responsive Schools. The meetings are lead by Sandy Holman of The Culture C.O. - O.P. and Vajra Watson from SAYS</p>
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Action 4	<p>Yolo County Construction Program: Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.</p>
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Comments:	<p>03/08/2019 02:22 PM: Yolo County Construction Program currently has 14 students enrolled, where they are given the opportunity to master basic carpentry apprenticeship skills. The construction class is taught by Northern California Construction Training instructors. 03/08/2019 03:17 PM: Northern California Construction Training Program provides an instructor in the YCCP to teach apprentice carpentry skills daily. Students are granted a stipend if they continue to meet the goals of the program.</p>
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Action 5	<ol style="list-style-type: none"> 1. Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges and business sites, Passport to Success event, internship opportunities and the Yolo County Construction Program 2. Select financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.
Comments:	<p>03/08/2019 02:22 PM: Students are given opportunities daily to work on post secondary skills of career development lead by the classroom and CTE instructor. Students have opportunities to branch out given opportunities to learn new skills via field trips, guest speakers , and on the job training.</p> <p>03/08/2019 03:17 PM: Students are given the opportunity to attend field trips that focus on career and/or post secondary information. Guest speakers are also brought in to speak to youth on their careers. Teachers provide instruction on soft skills using direct instruction or online programs such as Edgenuity.</p>

Goal 4:

Coordinate the instruction of expelled pupils with the districts in the county so that all students can be placed in an appropriate educational setting.

Action 1	<p>Continue to implement the County-wide Expulsion Plan.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> ● Principal ● Program Specialist / Counselor ● Assistant Superintendent, Instructional Services
Comments:	<p>No new updates: (GG)-All expelled youth throughout Yolo County are served by YCOE Alternative Education programs.</p>

Action 2	<p>Continue coordination between YCOE staff and district liaisons for all referrals to YCOE's community school and independent study programs. Coordination activities include a well-documented referral process, designated points of contact at each LEA, and integration of special education into the YCOE services offerings, and compliance with all placement change requirements for pupils with IEPs (Individualized Education Plan).</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> ● Principal ● Program Specialist / Counselor ● Assistant Superintendent, Instructional Services
Comments:	<p>No new updates: (GG)- All expelled youth throughout Yolo County are served by YCOE Alternative Education programs. The administrators and counselor work with the five Yolo County school districts to provide seamless transitions between programs.</p>

	03/08/2019 03:17 PM: Probation and YCOE work collectively as a team on the referral process of enrolling students into YCCP. The team meets once a week and focus on the current status of students using attendance, behavior and academics as discussion points. students.
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Goal 5:

Improve the coordination of services for foster youth (FY) between Yolo County Districts and the Child Welfare Department.

Action 1	Child and Family Team (CFT), for all foster youth. County and District Liaisons, Social Workers and Counselors will work with Child Welfare Social Workers, Probation Officers, Court Appointed Special Advocate (CASA) Volunteers and/or Educational Rights Holders to assess each student when entering foster care regarding: grades, attendance, Grade Point Average (GPA), test scores, credits and social/emotional health to create a baseline and create a unique service plan.
Comments:	03/11/2019 04:04 PM: 1 FTE Foster Youth Program Specialist was hired. Outreach Specialist is supporting and coordinating having an educational representative at all CFT's for foster youth attending Yolo County schools. In addition, the Outreach Specialist is attending current CFT's being held for alternative education foster youth who are referred to Tier 3 supports (MTSS). The FYSC program is in process of coordinating CFT training for YCOE and community partners to strengthen supports and services for YCOE youths.

Action 2	Middle and High School Counselors will collaborate to assure that all incoming 8th graders will have a college preparatory high school completion plan. This plan will be tracked 3x per yr. by School Counselors with assistance from the district liaisons.
Comments:	03/11/2019 04:04 PM: For 9th grade and above, all youth meet with an academic counselor and teacher to complete the initial Individual Learning Plan (ILP). ILP is completed 2-3 x per year upon entrance and grading periods with the goal of creating a treatment plan and tracking progress, currently being done at 100%

Action 3	Part of the Child and Family Team (CFT) process is to orchestrate a tracking system for attendance. District Liaisons will query attendance for foster youth beginning with the second week of school, and continue at regular intervals throughout the school year. Notifications of attendance will be made to foster parents and Child Welfare Social Workers, as well as the Child and Family Team group monitoring students.
Comments:	03/11/2019 04:04 PM: Aeries attendance queries are made daily, weekly, and monthly with information being staffed weekly to inform school-based support team. Transportation plans developed for identified students including transportation to school. Outreach Specialist is currently monitoring all FY attendance with goal to increase communication with Child Welfare Services and

	caregivers to build an attendance plan to support educational success. Need: Information to be automatically communicated to Child Welfare Services
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Action 4	All Foster Youth when entering care will be identified and assessed for social/emotional needs by the Child and Family Team partners. Social/emotional services may include but are not limited to: 2nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and referrals to community – based services.
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Comments:	03/11/2019 04:04 PM: Screening for services is completed through the ILP process with the appropriate referrals being made. Plan to administer the Child and Adolescent Needs and Strengths (CANS) Tool to better identify the needs of foster youth and care providers. Need: Purchase CANS tool
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**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7.4. Alternative Education Attendance Reports

Type:

Informational

Description:

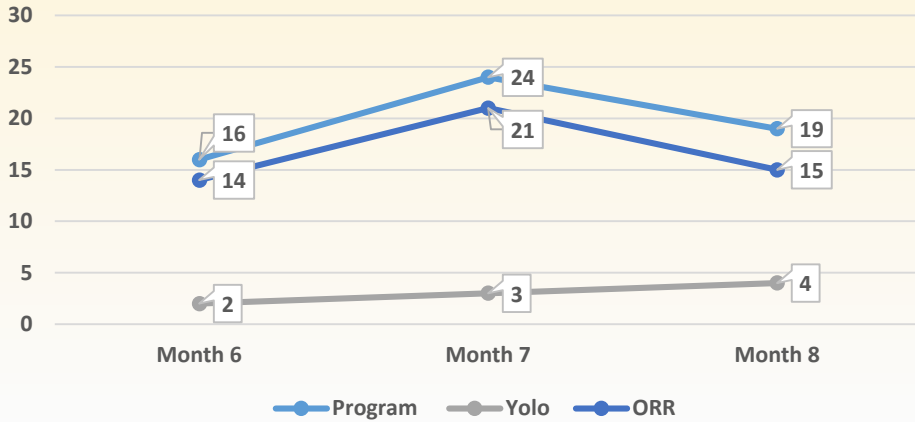
Alternative Education Attendance Reports

Attachments:

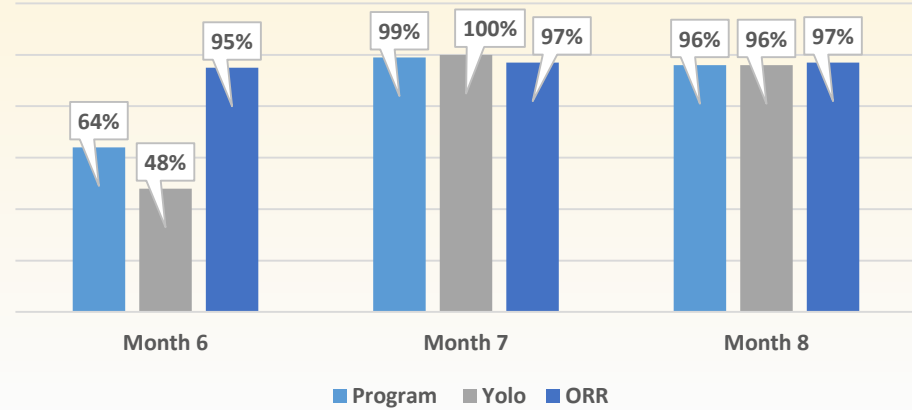
1. Alternative Education Attendance Reports

2018-2019 Dan Jacobs School Attendance Month 6 – 8

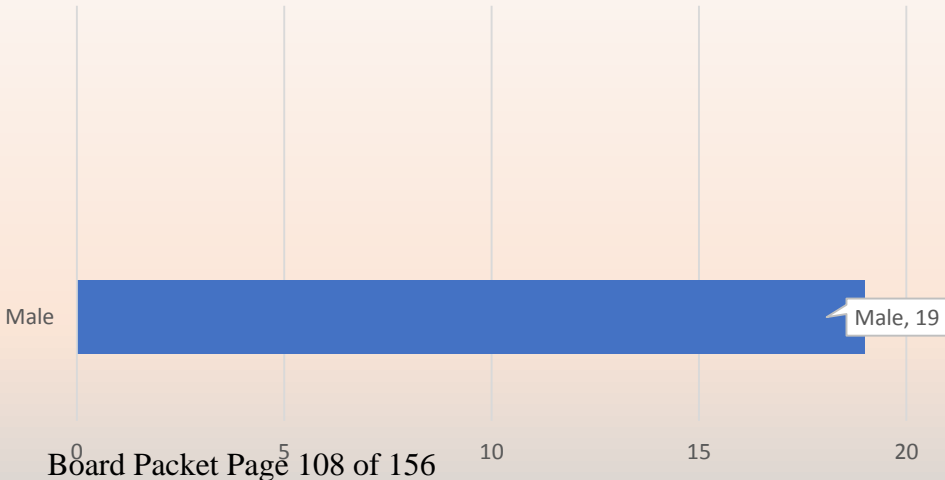
Average Enrollment Totals
Attendance Period 11/19/2018-2/22/2019



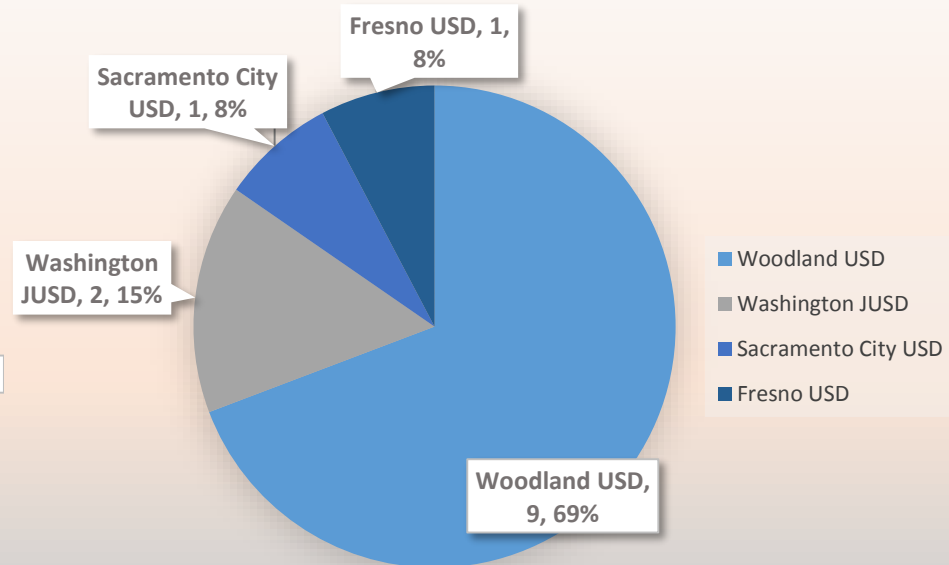
Average Attendance %
Attendance Period 11/19/2018-2/22/2019



Gender

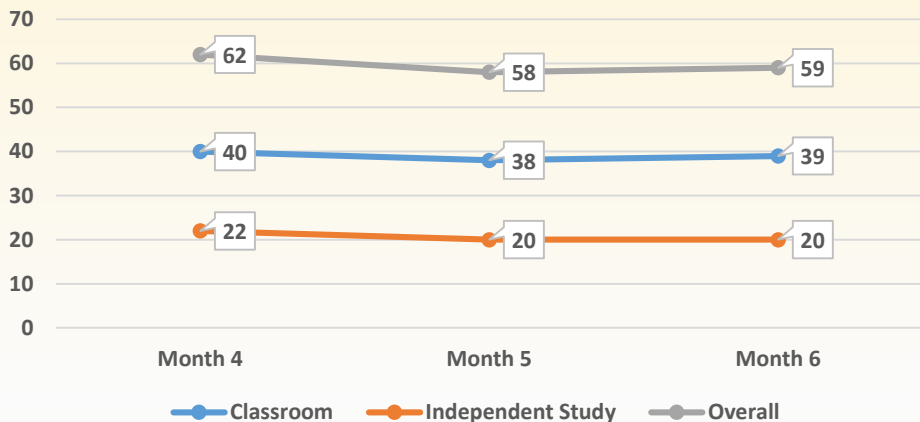


School District of Residence

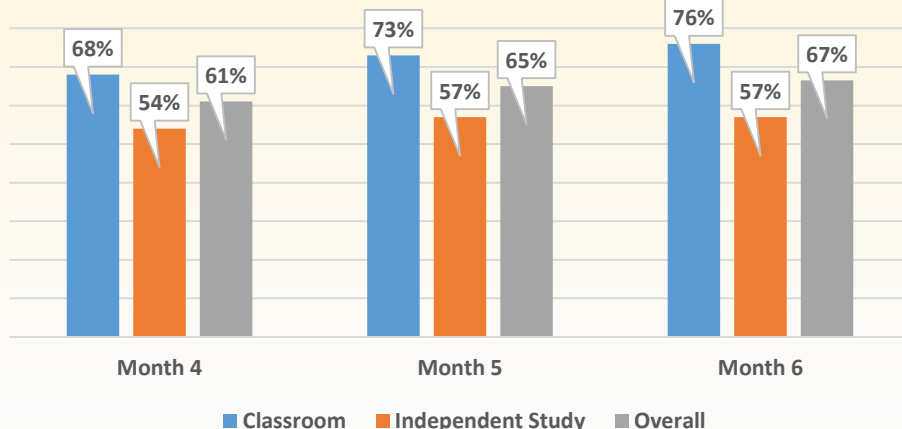


2018-2019 Cesar Chavez Community School - Woodland Attendance Month 4 – 6

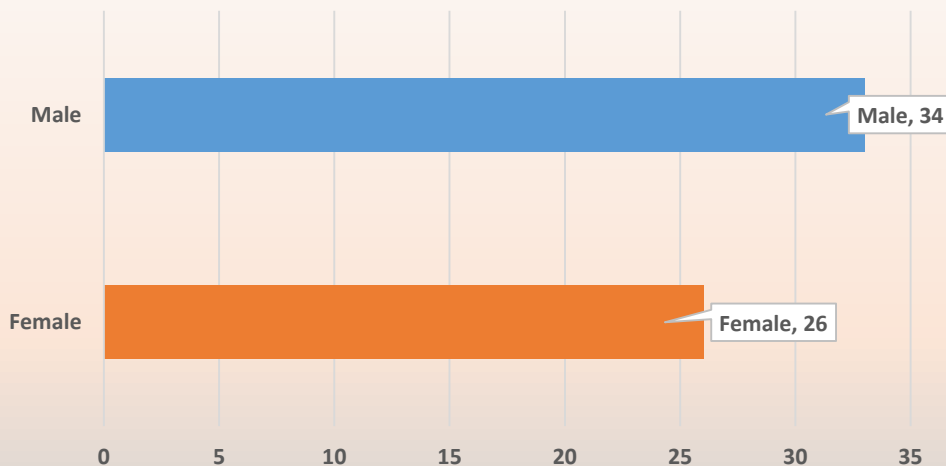
Average Enrollment Totals
Attendance Period 11/12/2018-2/15/2019



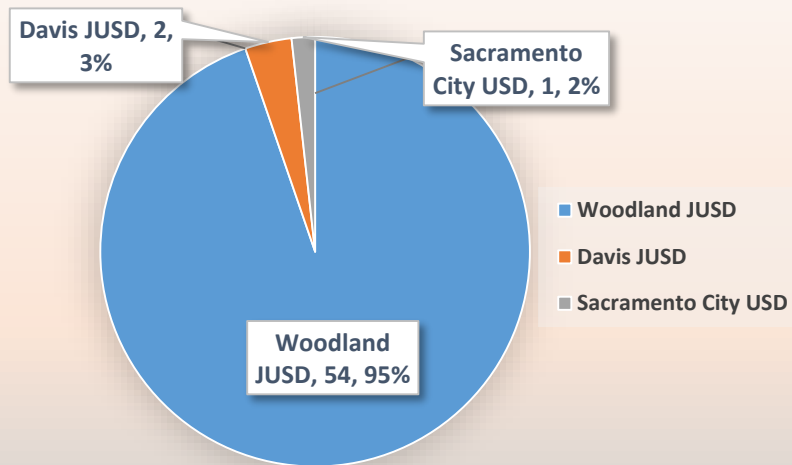
Average Attendance %
Attendance Period 11/12/2018-2/15/2019



Gender

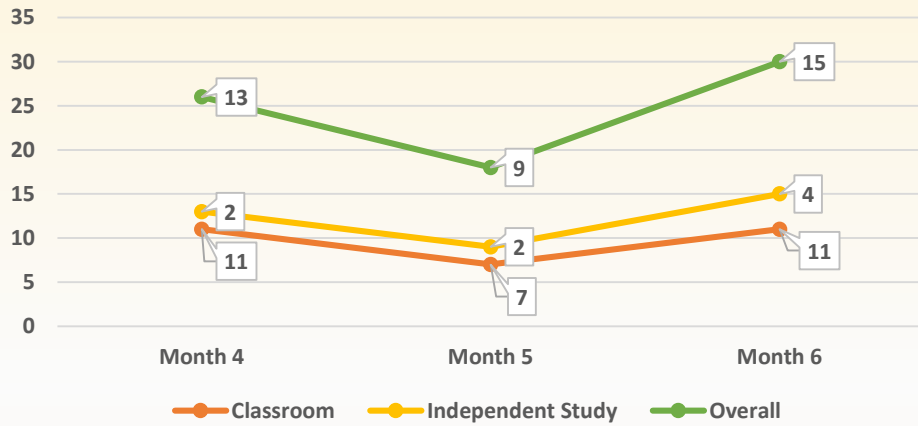


School District of Residence

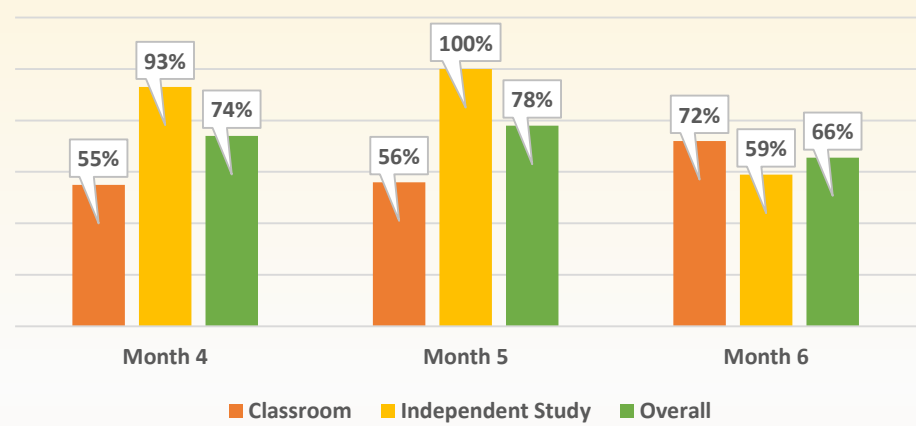


2018-2019 Cesar Chavez Community School – West Sac Attendance Month 4 – 6

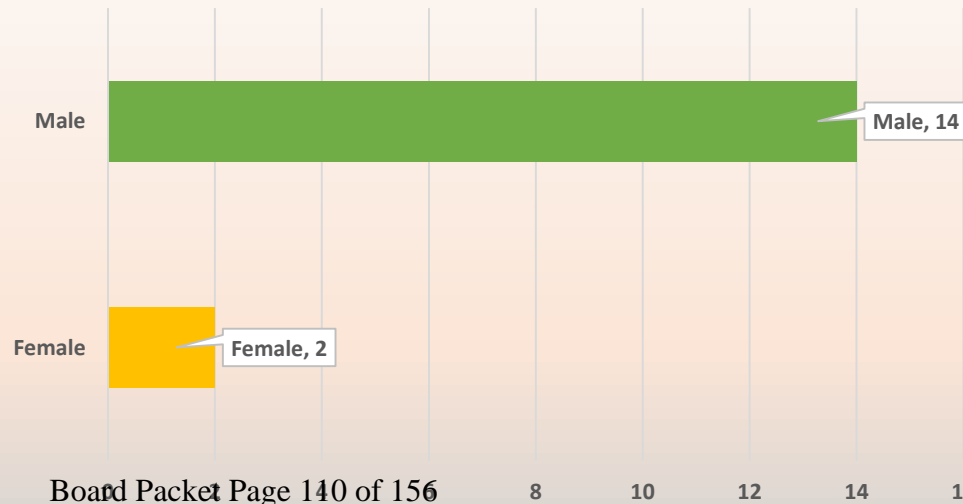
Average Enrollment Totals
Attendance Period 11/12/2018-2/15/2019



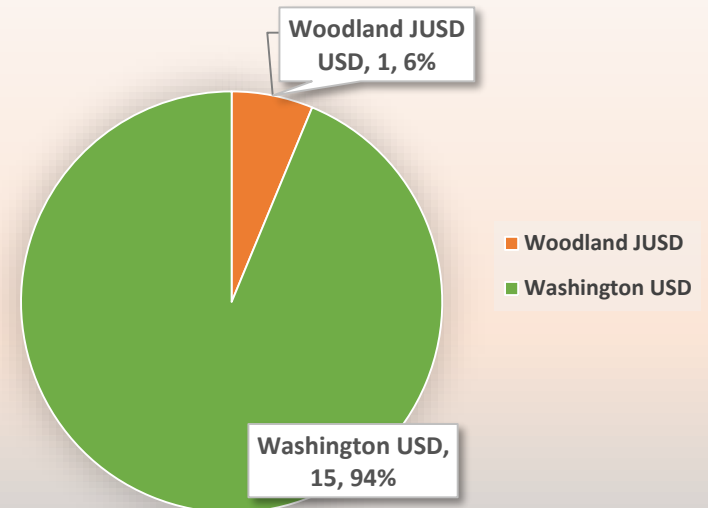
Average Attendance %
Attendance Period 11/12/2018-2/15/2019



Gender

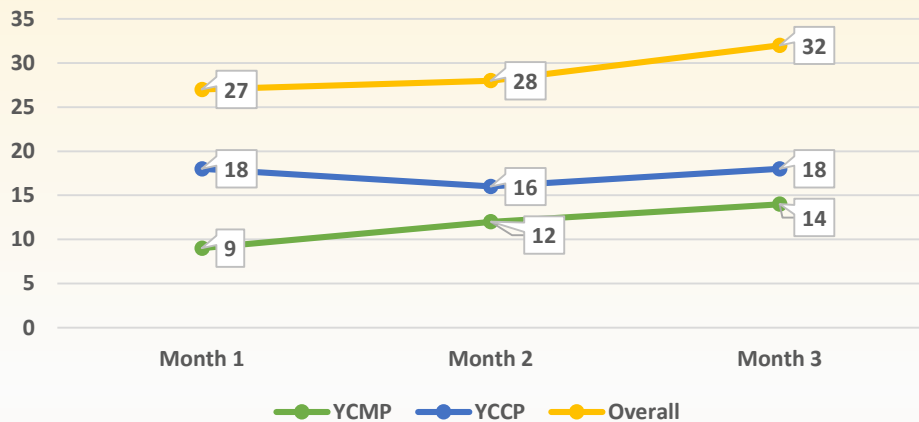


School District of Residence

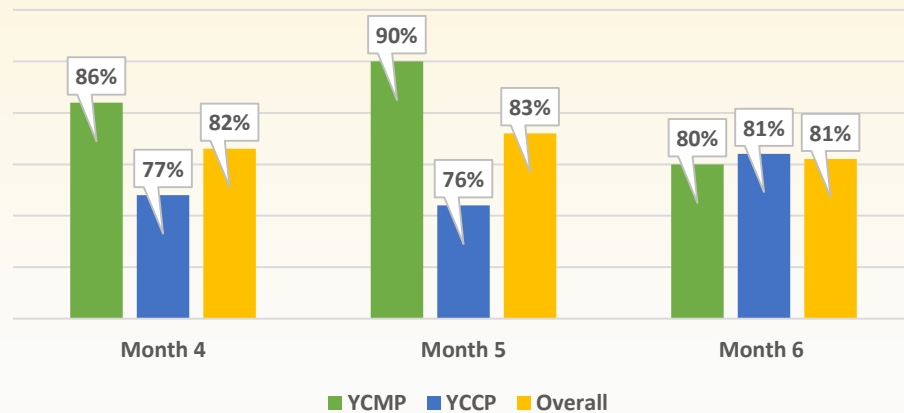


2018-2019 YCCA (Yolo County Career Academy) Attendance Month 4 – 6

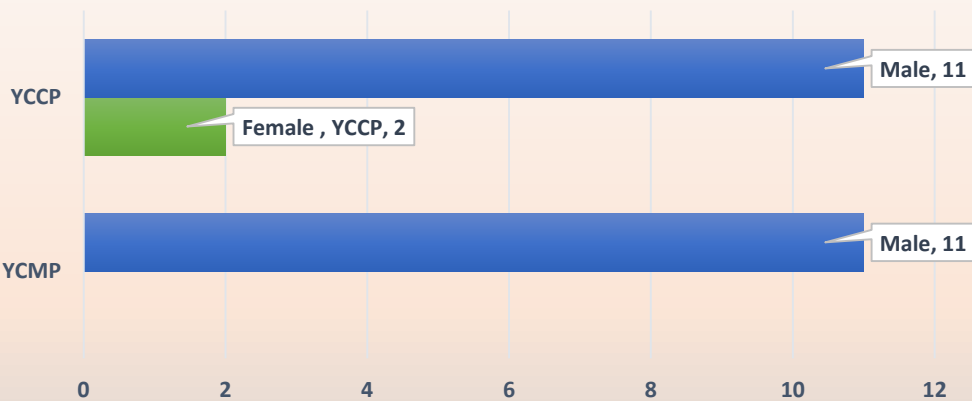
Average Enrollment Totals
Attendance Period 11/12/2018-2/15/2019



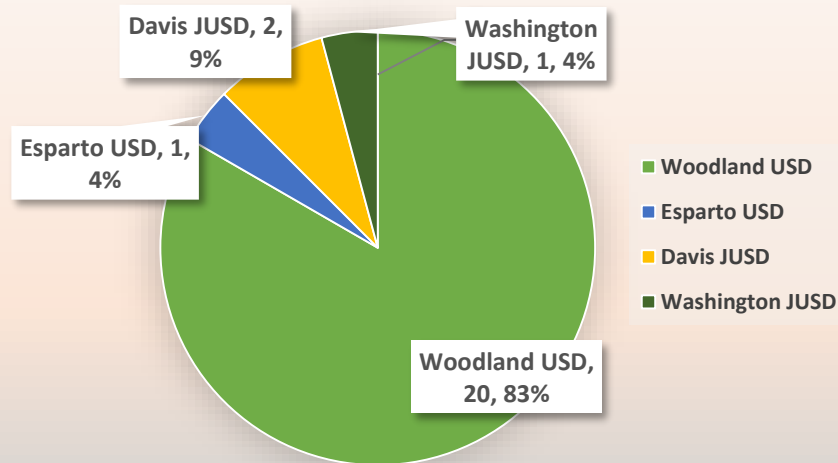
Average Attendance %
Attendance Period 11/12/2018-2/15/2019



Gender



School District of Residence



**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7.5. ORR Program Update

Type:

Informational

Description:

Gayelynn Gerhart, Principal of Alternative Education, will present this item.

This presentation provides an overview of the Office of Refugee and Resettlement program.

Recommended Motion:

None at this time.

Attachments:

1. ORR Presentation



ORR Program Update

Overview

- The Juvenile Detention Facility is operated by the Yolo County Juvenile Probation Department for the detention of juvenile offenders in the county.
- The facility also houses immigration detainees through a December 2008 cooperative agreement between ORR and Yolo County.
- Responsible for the care and custody of unaccompanied immigrant children, house youths who have been identified as being a danger to themselves or to the community, or a flight risk.



Overview

- Houses a maximum of 24 immigration detainees who are generally between the ages of 13 and 17.
- One of two locked juvenile immigration facilities in the United States, and the only such facility operating in California.
- In operation since 2008

Demographics

Most Represented Countries of Origin at Yolo; July 2015-September 2018

Country	Count	Percentage
Honduras	85	34.84
Mexico	80	32.79
El Salvador	50	20.49
Guatemala	24	9.84
Nicaragua	2	.82
China	1	.41
Nigeria	1	.41
Yemen	1	.41
Total	244	100.00



Demographics

Languages Spoken at ORR:

- Spanish
- Chinese
- Nigerian
- Arabic
- Native Central American Dialects



YCOE Partnership

- Provide the daily education program
- WASC accredited
- Serves youth in grades 7-12
- School day runs from:
 - 8:00 am - 11:00 am (Morning Block)
 - 12:00 pm - 2:00 pm (Afternoon Block)



YCOE Staffing

School Administrators: 2 (part-time)

Teaching Staff: 3 (full time)

Teaching Support Staff: 3 (full-time)

Academic Counselor: 1 (part-time)

Support Staff: 1 (part-time)

Community Partners

The Yolo County Office of Education partners with the following agencies within Dan Jacobs School:

- Yolo County Probation
- Yolo County Public Defender's Office
- Yolo County District Attorney's Office
- Juvenile Justice Commission
- CommuniCare

Community Partners

- SAYS (Sacramento Area Youth Speaks)
- UC Davis Tutors
- Fathers and Families of San Joaquin County
- Brown Issues (California Endowment)
- Yolo Arts
- Holy Rosary
- Yolo Interfaith Immigration Network
- Anti-Recidivism Coalition

Bilingual Curriculum

English

English 9, English 10, English 11, English 12
English Language Development

Math

Consumer Math, Pre-Algebra, Algebra,
Geometry

Science

Earth Science, Life Science, Physical
Science, Biology (Edgenuity)

Career Technology

Typing, Career Exploration (Edgenuity)

Social Science

World History, US History, US Government,
Economics (Edgenuity)

Physical Education

Art (Yolo Arts)

Foreign Language (Edgenuity)

Music

Second Chance Through Music
(Collaborative Partner Brown Issues)



Thank you!

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7.6. Consolidated Application Winter Report

Type:

Informational

Description:

Micah Studer, Executive Director of Equity and Support Services, will present this item.

This item presents the board of trustees with the information provided to the California Department of Education as part of the Winter Report for the Consolidated Application for Federal Funds in compliance with Every Student Succeeds Act.

Recommended Motion:

None at this time.

Attachments:

1. District Level Report
2. School Allocations Report
3. Title I Schoolwide Authorization

2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. **Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

CDE Program Contact:

Geeta Rezvani , Title II / Standards Implementation Support , grezvani@cde.ca.gov , 916-323-5595
 Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	\$7,318
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2018-19 Title II, Part A entitlement after transfers out	\$7,318

Title IV, Part A Transfers

2018-19 Title IV, Part A entitlement	\$10,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2018-19 Title IV, Part A entitlement after transfers out	\$10,000

*****Warning*****

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2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy and Program Guidance Office, RDeroser@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$164,986
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$164,986

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	Yes
Local neglected institutions reservation	\$17,065
Local delinquent institutions Does the LEA have local institutions for delinquent children?	Yes
Local delinquent institutions reservation	\$6,399
Direct or indirect services to homeless children, regardless of their school of attendance	\$6,234

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
Indirect cost reservation	\$14,066
Administrative reservation	

Reservation Summary

Total LEA required and authorized reservations	\$43,764
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$121,222

*****Warning*****

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2018-19 Title I, Part D LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title I, Part D, Subpart 2, Neglected, Delinquent, and At-Risk Youth, and to report required reservations.

CDE Program Contact:

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

2018-19 Title I, Part D allocation	\$143,075
Transferred-in amount	\$0
2018-19 Available allocation	\$143,075
Indirect cost reservation	\$12,198
Administrative reservation	
2018-19 Title I, Part D adjusted allocation	\$130,877

*****Warning*****

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2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746
 Geeta Rezvani, Title II / Standards Implementation Support, grezvani@cde.ca.gov, 916-323-5595

2018-19 Title II, Part A entitlement	\$7,318
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$7,318
Repayment of funds	
2018-19 Allocation	\$7,318
Administrative and indirect costs	\$624
Equitable services for nonprofit private schools	
2018-19 Title II, Part A adjusted allocation	\$6,694

*****Warning*****

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2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2018-19 Title IV, Part A allocation	\$10,000
Indirect cost reservation	\$853
Administrative reservation	
Equitable services for nonprofit private schools	
2018-19 Title IV, Part A adjusted allocation	\$9,147

*****Warning*****

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2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

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

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	Yes
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
 Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern

Low income measure FRPM
 Serving schools by Highest to lowest within the LEA
 LEA-wide low income % 72.10%
 Available Title I, Part A school allocations \$121,222
 Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	\$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Dan Jacobs	5730106	3	31	31	100.00	Y	Y	Y	1		1460.50	45275.50			45275.50	
Cesar Chavez Community	0113787	3	71	52	73.24	Y	N	Y	2		1460.50	75946.00			75946.00	

*****Warning*****

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2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	\$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Yolo County Special Education	6077275	3	131	85	64.89	N	N	Y	3		0.00	0.00			0.00	

*****Warning*****

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2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
Cesar Chavez Community	0113787	N				
Dan Jacobs	5730106	N				
Yolo County Special Education	6077275	N				

*****Warning*****

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**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7.7. YCOE System of Support Plan

Type:

Informational

Description:

Micah Studer, Executive Director of Equity and Support Services, will present this item.

This plan will be presented for information in accordance with Education code 52066 for the 18-19 school year. A 19-20 version will be presented along with our Local Control Accountability Plan in May.

Attachments:

1. YCOE 52066 Plan

Yolo County

**OFFICE OF
EDUCATION**

Garth Lewis, *Yolo County Superintendent of Schools*

**SYSTEM OF SUPPORT
ANNUAL PLAN
2018-19**

Summary

The Yolo County Office of Education Superintendent of Schools will support districts and schools within Yolo County implementing Local Control Accountability Plans (LCAP). The Superintendent leads the System of Support Team.

The Yolo County Office of Education System of Support (SoS) Team includes representative members from:

- Administrative Services
- Educational Services
- Equity and Support Services
- External Business Services
- SELPA
- Teaching and Learning

The purpose of this support is to help local educational agencies (LEAs) and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes including:

- Working collaboratively with districts to support areas of need
- Building capacity through local decision making
- Engaging in a continuous cycle of improvement
- Fostering systematic collaboration
- Building a culture of co-learning and reflective inquiry
- Promoting a climate of candor, evidence and urgency to take action
- Improving student outcomes that lead to sustainable change

The following plan to support districts in implementing LCAPs adheres to the provisions and requirements of Ed Code 52066.

Definition of Terms

Aim Statement: An aim statement is an explicit description of desired outcomes. Aim statements are often written to be measurable and time-specific.

California Collaborative for Educational Excellence (CCEE): The CCEE is a state agency created under Local Control Funding Formula (LCFF) that offers support to county offices of education,

school districts, and charter schools with support in the improvement and implementation of LCFF.

Continuous Improvement: Continuous Improvement is identified in statute as the framework for improving outcomes for California students through the LCAP. Continuous Improvement is used to describe an ongoing effort over time that leads to improvement of student outcomes. Distinguishing features of a continuous improvement approach include:

Taking a systems perspective

Being process-oriented

Understanding problems and their root causes

Differentiated Assistance: Local Educational Agencies (LEAs) are eligible for Differentiated Assistance if:

- The County Superintendent does not approve a LCAP
- The governing board of the LEA requests technical assistance
- The LEA fails to improve pupil achievement across more than one state priority for one or more student groups

Improvement Science: Improvement Science is a systematic process explicitly designed to improve teaching and learning through a problem-centered approach.

Multi-Tiered Systems of Support (MTSS): MTSS is a framework that aligns Response to Instruction and Intervention with the Common Core State Standards and the systems necessary for academic, behavior, and social success.

Problem of Practice: A problem of practice is an area of focus that a school or school district identifies as an area of focus for improvement.

North Central Counties Professional Learning Network (NCCPLN): NCCPLN is a support network that is based on the concept of Professional Learning Communities and is intended to build capacity and support deeper learning in interpreting, using, and understanding the Dashboard and the LCAP as tools for continuous improvement. Members of the NCCPLN include district and county leaders from Colusa, Yolo, and Yuba counties in charge of the development and implementation of LCAPs.

Root Cause Analysis: Root Cause Analysis is a process for understanding the root causes of the current problem and may assist in understanding the system and user perspectives.

System of Supports Goals

Goal One:

Approve all Yolo County LEA LCAPs.

Component(s):

LCAP Support

Completing the review of LCAPs submitted by school districts per [Education Code \(EC\) 52070](#).

Objective(s)	Action(s)	Metric(s)
<p>1. Provide all districts with technical support and feedback on initial drafts prior to their LCAP Public Hearing.</p>	<p>A. Hold initial technical assistance meetings with district leaders by May 1, 2019.</p> <p>B. Provide technical assistance sessions upon request for district leaders to ask questions regarding LCAP components and requirements.</p> <p>C. Review LCAP drafts and provide feedback between May - June 2019.</p>	<ul style="list-style-type: none"> • All districts attend technical assistance meetings. • LCAPs pre- approved prior to Public Hearing are subject to final fiscal approval with the Adopted Budget.
<p>2. Provide ongoing informational updates and training to superintendents and other school/district leaders related to LCAPs, State Priorities, and student groups.</p>	<p>A. Agendize LCAP items/updates for Superintendent, District Leadership, and NCCPLN meetings.</p> <p>B. Provide professional learning opportunities focused on State and Local Indicators and LCAP template components (i.e. Annual Update, etc.).</p>	<ul style="list-style-type: none"> • Survey NCCPLN participants to measure level of effectiveness of support and information.

<p>3. Complete technical review and approval of all LCAPs.</p>	<p>A. Review Board Approved LCAPs in June, July and August, and work with district leaders to ensure that all LCAPs are approvable by the County Superintendent.</p>	<ul style="list-style-type: none"> • All LCAPs approved and uploaded to the county webpage by September 15.
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Goal Two:

Utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance

Component(s):

Technical Assistance

Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of [EC 52071](#).

- When the County Superintendent does not approve a LCAP.
- When a district requests support; and/or when a district fails to improve student achievement across more than one state priority for one

Objective(s)	Action(s)	Metric(s)
<p>1. Support districts with initial data analysis and identification of strengths and weaknesses.</p>	<p>A. Work with district leaders and NCCPLN to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps.</p> <p>B. Provide targeted professional development on CA Dashboard Analysis.</p>	<ul style="list-style-type: none"> • Review of the Greatest Progress, Greatest Needs, and Performance Gaps sections of LCAPs. • Review LEAs' progress on the CA Dashboard.
<p>2. Support districts with systems analysis and identification of</p>	<p>A. Work with district leaders to review and analyze local data.</p>	<ul style="list-style-type: none"> • Review of local data. • LEA Self-

<p>systems level strengths and weaknesses.</p>	<p>B. Provide district leaders with support on conducting the LEA Self-Assessment to identify systems level strengths and weaknesses.</p>	<p>Assessment results.</p>
<p>3. Support districts with identifying a problem of practice and completing a root cause analysis.</p>	<p>A. Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.).</p> <p>B. Introduce the Continuous Improvement Cycle to districts and NCCPLN to determine root causes.</p> <p>C. Work with district leaders to draft LCAP goals that align to root causes.</p>	<ul style="list-style-type: none"> ● Completion of root cause analysis tools. ● Alignment of LCAP goals to root cause analysis. ● Completion of the identification of a problem of practice.
<p>4. Support districts with a synthesis of findings and action planning.</p>	<p>A. Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes.</p> <p>B. Provide district leaders with tools to identify change ideas and create Actions and Services in their LCAP to address root causes.</p> <p>C. Provide professional development on reframing the discussions that lead to decisions on</p>	<ul style="list-style-type: none"> ● Alignment of LCAP actions and services to identified problem of practice. ● Alignment of Demonstration of Increased or Improved Services for Unduplicated Pupils to identified problem of practice. ● DA Evidence and Artifacts

	<p>the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP.</p> <p>D. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis.</p> <p>E. Meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps.</p>	
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Goal 3:		
Provide support to all districts in implementing their LCAP.		
Component(s):		
Other Support Providing any other support to school districts and schools within the county in implementing the provisions of EC 52071 .		
Objective(s)	Action(s)	Metric(s)
<p>1. Refine and align professional development offerings around academic, behavioral and social emotional student outcomes.</p>	<p>A. C&I and Special Education Local Plan Area (SELPA) staff provide professional development related to academic outcomes.</p>	<ul style="list-style-type: none"> • Attendance at professional development. • Evaluations/ surveys will be provided following each professional development event

	<p>B. C&I and SELPA staff provide professional development related to behavioral and social-emotional outcomes.</p> <p>C. C&I and SELPA staff provide professional development related to MTSS.</p>	
<p>2. Provide district leaders with opportunities to understand and apply the continuous improvement framework and tools.</p>	<p>A. Provide professional development and spotlight continuous improvement strategies during NCCPLN Meetings.</p> <p>B. Model and practice the use of continuous improvement resources and tools in the NCCPLN.</p> <p>C. Provide opportunities for district leaders to share continuous improvement practices and processes utilized in their districts at NCCPLN meetings.</p>	<ul style="list-style-type: none"> ● NCCPLN evidence and artifacts
<p>3. Assist districts in implementing and monitoring impact of actions identified in their LCAP.</p>	<p>A. The Executive Director of Equity and Support Services and Director of External Business Services will review district Annual Updates.</p> <p>B. The Executive</p>	<ul style="list-style-type: none"> ● Annual review of Yolo LEA LCAPs as an SoS Team ● District progress on the CA Dashboard.

	<p>Director of Equity and Support Services will be in contact with districts throughout each month, as the key contact for this work, asking for ongoing input.</p> <p>C. System of Support team meets monthly to coordinate external services.</p>	
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Collaboration

The Yolo County Superintendent of Schools will collaborate with the CCEE, the California Department of Education (CDE) and other county superintendents (CCSESA) to support school districts and schools within the county implementing LCAPs in the following ways:

Actions	CCEE	CDE	CCSESA
Yolo County Superintendent of Schools participates in quarterly CCSESA meetings.	X	X	X
The Deputy Superintendent, Assistant Superintendent and Executive Director of Equity and Support Services, meet monthly with Region 3 Curriculum and Instruction, and Student Programs and Services leaders.		X	X
The Deputy Superintendent, Assistant Superintendent, Executive Director of Equity and Support Services, and Director of Curriculum and Instruction meet bi-monthly with leaders across the state at CCSESA Curriculum and Instruction Steering Committee (CISC) meetings.	X	X	X
The Deputy Superintendent chairs the CTE CISC Subcommittee.		X	X

The Deputy Superintendent, Assistant Superintendent and Executive Director of Equity and Support Services, lead the North Central Counties Professional Learning Network (NCCPLN), which includes districts from Colusa, Yolo, and Yuba counties.	X		
The Executive Director of Equity and Support Services attends State and Federal Program Meetings.		X	

Budgeted Costs

Differentiated Assistance & LCAP Support Plan	2018-19 Estimated Costs
Staff salaries and benefits	\$200,000
Total Estimated Cost¹	\$200,000

¹This represents the COE base Differentiated Assistance funding from the Budget Act of 2018.

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Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

7.8. Yolo County Census Boundary Updates

Type:

Informational

Description:

Superintendent Lewis will present this item.

- Attachments include a document explaining the background methodology, and alignment with school district boundaries.
 - Photos of the most significant changes – purple is old census bureau boundaries, green is county, and black will be the updated lines.
 - One file is the current boundaries, one is the boundaries from the county, and the last is the updated boundaries based on corrections from the contact on this project, Nicole Boyle, Statewide Database - SDRP Mapping Coordinator - University of California, Berkeley

Recommended Motion:

Information only.

Attachments:

1. School district update methodology
2. Image 1a
3. Image 1b
4. Image 1c
5. Image 2a
6. Image 2b
7. Image 2c

8. Image3a1
9. Image 3a2
10. Image 3b
11. Image 3c
12. Image 3d
13. Image 3e
14. Image 4a
15. Image 4b1
16. Image 4b2
17. Image 4c
18. Image 4d detail
19. Image 5a
20. Image 5c

California's 2018 School District Geographic Updates

Background:

On August 30th, 2018, a program invite was emailed to all 58 of California's County Offices of Education. The invitation requested that officials view their districts' most recent boundaries from the 2016-2017 School District Review Program in the Census Bureau's TIGERweb viewer and confirm their accuracy. They were asked to review their districts' boundaries, and let us know by responding to the invite email whether they were accurate. They were instructed that if they found any discrepancies to please submit the accurate boundaries for their districts to us as soon as possible. If the officials did not have access to a current boundary file for their districts, they were asked to contact us for further instructions.

The response was not complete. The County Office of Education officials that did reply were frequently unable to verify the accuracy of their school district's boundaries in the Census TIGER/Line web viewer. They were also frequently unsuccessful in obtaining assistance to verify the accuracy of their boundaries from individuals within their county who were responsible for mapping and GIS data resources. Some County Offices of Education were able to provide us with boundary files or metes and bounds, but were then often unable to clarify discrepancies between the boundaries in their file versus the boundaries in the Census TIGER/Line data.

I consulted Greg Dixon at the California Department of Education regarding his program and process for school district updates. Chris Howard, the Principal GIS planner in Contra Costa County, Elio Salazar in the Los Angeles Registrar of Voters Office, and Dustin Zafrin in the Alameda County Registrar of Voters office were also consulted regarding their procedure in meting out district boundaries in their counties, particularly in cases where they appeared to split housing units and parcels.

From these discussions, it was determined that if a parcel was being taxed for a certain school district, then that parcel also belonged in that district for school attendance and voting purposes. Greg Dixon confirmed that the Department of Education did not have access to parcel data and for this reason the California Department of Education had never checked its school district boundary files against parcel data.

Methodology:

The 2018 school district boundary updates were performed using parcel boundary data and Tax Rate Area (TRA) codes. In the State of California, every parcel that is assessed for property taxes is assigned a TRA code by the County Assessor. The parcel TRA codes can be used to determine the legal entities--in this case, school districts-- to which individual parcels are paying property taxes. The assumption is that if a legal entity is collecting taxes from a parcel, then any housing unit located on that parcel, as well as the population associated with it, also belongs to that entity.

Process:

The first step taken was to compare the current Census TIGER/Line school district boundaries for each county to the locally held school district boundary file. Locally held school district boundary files were obtained directly from local officials or were downloaded from online sources.

The next step was to verify the accuracy of the locally held boundary file from the county based on parcel data, which was accomplished by overlaying the local boundary file with the parcel boundaries and determining if the parcel TRA codes matched the districts into which they were delineated. The parcels' TRA codes were then matched to specific school districts using the indexes of TRA codes to districts that are provided by the State Board of Equalization.

The Census school district boundaries were then aligned to the counties' locally held school district boundary file and to the parcel TRA codes so that the Census school district boundaries would match the locally held school district boundary files and would not split any parcels. In cases where parcel data did not exactly align with local boundary files, parcels and their TRAs were controlling in the decision of how to delineate school district boundaries. If extensive updates were made and there was also responsive contact at the county level, the updated boundary file was sent to the local contact for their review before submission to the Census Bureau for processing.

Methodology issues:

One known problem with the application of this methodology is the occurrence of addresses that are split by TRA codes. This situation occurs when a single housing unit or address lies on a jurisdictional boundary such that part of the housing unit sits on one parcel with a certain TRA code, while another part of the same unit sits on a separate parcel with a different TRA code. The result is a scenario where a single property may belong to two distinct legal entities, and therefore may be assessed for property taxes by each of these. For example, in the case of school district boundaries, a property could contain area on one parcel with a TRA code belonging to Berkeley Unified School District and one parcel with a TRA code belonging to Oakland Unified School District.

At the school district level, 'split addresses' with housing units have been encountered in Alameda, Los Angeles, Orange, San Bernardino and San Luis Obispo Counties. It has been determined that Alameda County also has city boundaries that split addresses, so it is likely that this is also the case with city boundaries in other California counties.

Delineation of 'split addresses':

Research to determine how 'split addresses' are handled by the affected school district has concluded that procedures are inconsistent from one school district to another. Criteria that has been historically used by school district and election officials to determine jurisdictional placement of addresses split by a boundary include:

- i. the parcel that contains the majority of the housing unit has primary jurisdiction
- ii. the parcel that contains the front door has primary jurisdiction
- iii. the parcel that contains that master bedroom has primary jurisdiction
- iv. if one school district has the address listed as 'one of theirs' and the other school district does not, the school district that recognizes it as one of their own has primary jurisdiction

In Alameda and San Luis Obispo counties, 'split addresses' were analyzed using satellite imagery to determine if: a.) the housing unit was wholly contained on one parcel, with the other parcel not containing any part of the primary housing unit; b.) there was no housing present on either of the parcels; c.) the housing unit partially occupied both parcels with the majority of the unit on one parcel; or d.) the housing unit appeared to be evenly split between the parcels.

In the cases of scenarios a.) and b.), the delineation followed the TRA, splitting the address. For scenario a.), the housing unit was assigned to the school district that corresponded with the TRA code of the parcel that wholly contained it. For scenario b.), the split parcels did not affect a housing unit.

In the cases of c.) and d.), we checked with the affected school districts either directly, by contacting district officials, or we used their online school district look-up tools to see if they identified addresses in question as belonging to their district. We also consulted election officials and precinct boundary files to determine how election officials handled the addresses for voting

purposes.

If one school district claimed an address split between parcels with different TRA codes and the other district did not, it was delineated into the school district that claimed it. In some cases, the information obtained for addresses located along a district's boundary was ambiguous, or showed discrepancies with satellite imagery or parcel TRA codes. In cases where verification was not possible with an online tool or the affected school district was non-responsive, the address was delineated based on which school district the front door appeared most likely to be in according to the satellite imagery.

Please refer to the "Split Addresses" notes for details on how specific split addresses were delineated in Alameda and San Luis Obispo Counties.

A different methodology was used in Orange County to delineate 'split addresses.' The Orange County Treasurer Tax Collector maintains a parcel look-up that lists the school district associated with each of the county's parcels. Split addresses were delineated based on the information contained in this online look-up.

Potential parcel data issues:

The Census Bureau advised us that they have encountered spatial inaccuracies in the State's parcel boundary data in Northern California counties. The parcel data for these counties was created and maintained by a private vendor, resulting in a replication of the errors across multiple counties. The Census Bureau's geographic data expert advised us that the most accurate and current source of Public Land Survey System (PLSS) data is available from the Bureau of Land Management. She explained that this file could be used to determine the accuracy of the parcel boundary data that we are using.

There could also be potential errors in either the TRA codes associated with the parcel boundary file that we received from the State IT services or with the information contained within the TRA to district indexes that the California Board of Equalization maintains. These indexes are updated and revised annually to account for changes at the county level to the TRAs. If there are errors, we have not encountered any that we can confirm at this time.

Non-contiguous TRA codes for single parcels were observed in Santa Clara county, and at this time it is unclear whether this is an error in the parcel boundary data. These addresses were delineated according to the school district information contained in the Santa Clara county online parcel look-up.

Source data:

1.) Statewide Parcel boundary file received from California IT Services

Source: State of California, CIO

Contact: John Carotta, CIO, John.Carotta@state.ca.gov, (916) 431-5365

2.) California Board of Equalization Tax Rate Area code information,
www.boe.ca.gov/proptaxes/boundaryChanges.aspx

3.) Orange County parcel look-up,

<https://www.arcgis.com/home/webmap/viewer.html?webmap=765630ac3daf403c867461d5e904f907>

4.) Alameda County school district address information:

Berkeley Unified School District,

<https://www.berkeleyschools.net/departments/berkeley-school-admissions/find-your-busd-zone/>

Piedmont Unified School District,
<http://www.piedmont.k12.ca.us/wp-content/uploads/2018/12/Street-Listing-dated-122118.pdf>

5.) San Luis Obispo County school district address information:

San Miguel Joint Union School District,
https://www.sanmiguelsschools.org/apps/pages/index.jsp?uREC_ID=1175211&type=d&pREC_ID=1423487

Paso Robles Joint Unified School District,
<http://www.myschoollocation.com/pasoroblesjUSD/>

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
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Yolo County Office of Education, Conference Center**

7.9. First Reading of BP 5131.41

Type:

Informational

Quick Summary/Abstract:

First Reading of Board Policy

a. Use of Seclusion and Restraint

Description:

Ronda DaRosa, Deputy Superintendent, will present this Item.

AR was submitted to the board at the February board meeting. After discussing with legal counsel, it was advised that we change the AR 5131.41 to BP/SP 5131.41 with no need to include an AR.

Recommended Motion:

Board will be asked to approve at April 23, 2019 Regular board meeting

Attachments:

1. BP 5131.41

USE OF SECLUSION AND RESTRAINT

Yolo County Office of Education staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except to the limited extent authorized by law.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Definitions

Behavioral restraint includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)

Mechanical restraint means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

(cf. 3515.3 - District Police/Security Department)

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Prone restraint means the application of a behavioral restraint on a student in a facedown position. (Education Code 49005.1)

Seclusion means the involuntary confinement of a student alone in a room or an area from which

USE OF SECLUSION AND RESTRAINT (continued)

the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student. (Education Code 49005.1)

Prohibitions

Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)

(cf. 5144 - Discipline)

In addition, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)

1. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room
3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face
5. Place a student in a facedown position with the student's hands held or restrained behind the student's back
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others

Limited Use of Seclusion or Restraint

Staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

USE OF SECLUSION AND RESTRAINT (continued)

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student, but shall not be made through indirect means such as a security camera or closed-circuit television. (Education Code 49005.8)

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

Reports

The Yolo County Superintendent of Schools or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 6250-6270. (Education Code 49006)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 6159 - Individualized Education Program)

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

Legal Reference:

EDUCATION CODE

49001 Prohibition against corporal punishment

49005-49006.4 Seclusion and restraint

56520-56525 Behavioral interventions, students with disabilities, especially:

56521.1 Emergency interventions when behavior poses threat to student or others

56521.2 Prohibited interventions

GOVERNMENT CODE

6250-6270 California Public Records Act

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

Students

BP/SP 5131.41(d)

USE OF SECLUSION AND RESTRAINT (continued)

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Restraint and Seclusion: Resource Document, May 2012

WEB SITES

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

U.S. Department of Education: <http://www.ed.gov>

DRAFT

Policy Adopted:

YOLO COUNTY OFFICE OF EDUCATION

Woodland, CA

**Yolo COE
Regular Meeting
Tuesday, March 26, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

8. Suggested Future Agenda Item(s)

Type:

Procedural

Description:

April 2019 - Information on how YCOE supports the education of incarcerated or detained persons.

April 2019 - YCOE Mission and Goals

Future meeting - How do we insure ourselves (YCOE - Statement Certifying Insurance to Cover Assets purchased with certificates)