

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, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center
1280 Santa Anita Court, Suite 120, Woodland, CA 95776
Published: May 23, 2019 11:30 AM**

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. REPORTS

1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)
Quick Summary/Abstract:
 - a. Superintendent
 - i. Employees of the Month
Kate Boyd, Educational Interpreter for Deaf and Hard of Hearing, Special Education Program
Andy Martinez, Teacher for Horizon Program, Special Education Department
 - b. Board Reports
 - 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)
3. Chad D. Rinde, CPA, Chief Financial Officer, County of Yolo Department of Fiscal Services will discuss the investment process for Yolo County.

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:

March 26, 2019 Regular Meeting
April 2, 2019 Special Meeting
April 23, 2019 Regular Meeting
 - b. Temporary County Certificates
2. Resolution 18-19/33: National Foster Care Month
3. Reschedule August 27, 2019 Regular Board Meeting
4. Second Reading of Board Policies (6000) series

Quick Summary/Abstract:

The Deputy Superintendent is undergoing review of the 6000 series (Instruction) policies. At this time nine policies with administrative regulations are being presented for adoption.

Adoption of the 6000 series (Instruction) Board Policies:

- a. BP 6152.1 Placement in Mathematics Courses
- b. AR 6152.1 Placement in Mathematics Courses
- c. BP 6155 Challenging Courses by Examination
- d. AR 6155 Challenging Courses by Examination
- e. BP/SP 6158 Independent Study
- f. AR 6158 Independent Study
- g. BP/SP 6161.1 Selection and Evaluation of Instructional Materials
- h. AR 6161.1 Selection and Evaluation of Instructional Materials
- i. BP/SP 6161.11 Supplementary Instructional Materials

5. INFORMATION ITEMS

- 1. Declaration of Need for Fully Qualified Educators of 2019-20
 - 2. Head Start/Early Head Start Reports
 - 3. 2018-19 YCBOE Budget Breakdown
 - 4. Quarterly Report on Williams Uniform Complaints for YCOE Operated School Covering the Months of January, February, March 2019
 - 5. Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of January, February, March 2019
 - 6. Education Protection Account Spending Plan for Fiscal Year 2019-20
 - 7. 2018-19 P-2 ADA Report
 - 8. Facilities Report
 - 9. Alternative Education Attendance Reports
 - 10. Program Evaluation and Juvenile Hall Certification that School Program is Compliant with Title 15, Article 6 Section 1370 and Education Codes
 - 11. LCAP Annual Update
6. Suggested Future Agenda Item(s)

7. ADJOURNMENT

AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS

- *Four calendar days prior to the meeting, a full Board packet is available for review at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. - 5 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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2.1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)

Type:

Informational

Quick Summary/Abstract:

a. Superintendent

i. Employees of the Month

Kate Boyd, Educational Interpreter for Deaf and Hard of Hearing, Special Education Program

Andy Martinez, Teacher for Horizon Program, Special Education Department

b. Board Reports

c. Superintendent's Advisory Team

d. Committees

Attachments:

1. Employee of the Month
2. Employee of the Month
3. SAT Board Report May 2019

****EMPLOYEE OF THE MONTH****

On behalf of the Superintendent's Advisory Team, it is my pleasure to announce

Kate Boyd

as the Employee of the Month for May.

Kate was hired as a paraeducator with signing skills and after passing a proficiency exam became an educational interpreter in January of this year. Kate continually goes above and beyond to support students in the deaf/hard of hearing program. One example of a significant contribution that she has made this year is that she wrote a proposal for a mini grant that would use deaf coaches from the NorCal Center on Deafness to meet with parents of young children who are deaf or hard of hearing. Kate has worked tirelessly with NorCal and other staff to recruit parents; locate meeting space; and match parents with a coach. The results of this single initiative is making an immediate impact on children with a hearing loss and their families. Kate is a dedicated employee who sees a need and asks how she can help. She is an exemplary employee and this recognition for her is long overdue.

****EMPLOYEE OF THE MONTH****

On behalf of the Superintendent's Advisory Team, it is my pleasure to announce

Andy Martinez

as the Employee of the Month for May.

Andy started as a paraeducator in the Horizon Program at Woodland High School. Andy became a teacher in the Horizon Program at Davis High School in 2014. He is compassionate, caring and dedicated teacher who has worked tirelessly to support students with social/emotional challenges to graduate and has a wonderful success rate of working with students who have not been successful in other school programs. Andy is a successful teacher who has built the Davis Horizon Program from a program that had four students in 2015 to a program with 15 students this school year, all while finishing his teaching credential. Andy is generous with his time and has provided invaluable support whenever needed. He has provided valuable lesson plans and resources to new teachers, provided coaching support as needed and assisted with assessments and preparation for IEPs as needed. Andy is an exemplary employee who goes above and beyond to support students and his colleagues.

May 20, 2019

Deputy Superintendent Office

- Supporting Yolo County Career Academy's preparation for WASC
- Collaborating with College and Career Readiness Team on planning new county-wide grant implementation
- Preparing MOUs for services to alternative education programs
- Planning foundation grant proposal to support manufacturing pathway
- Planning with SOS on facility projects for 2019-2020
- Participating with Cabinet in the LEA SA process facilitated by CDE as part of Differentiated Assistance

Administrative Services, Associate Superintendent, Crissy Huey

- The Administrative Services departments have been delivering professional customer service to our programs and districts.
- We are having a collaborative meeting between External and Internal business departments.
- All departments of the Administrative Services Division are focusing on developing professional development plans for staff.
- Administrative Services managers are focusing on assessing their department needs and the managers themselves are involved in Professional Development through Management Coaching.

External Business Services (EBS) Director, Veronica Moreno

- EBS hosted a Payroll Users Group meeting on April 30th and representatives from all 5 districts were in attendance to discuss important payroll matters and share best practices.
- The staff has been busy working with district payroll staff to process retro payrolls as a result of various negotiated settlements throughout the county.
- ITS and EBS staff are continuing to finalize the last few steps in preparation for the US Bank transition.
- The EBS Director and Treasury administration have begun working together to improve processes and reduce workload inefficiencies.

Internal Business Services (IBS) Director, Debra Hinely

- Budget development meetings have been the focus for staff as they prepare the 2019-2020 budget.

- This time of year is extremely busy in the Internal business department, as one year winds down and another is built.
- IBS will assist the LCAP team as well in the plan development.

Support Operations Services Director, Matthew Juchniewicz

- Active projects update:
- Suite 190 Project -Final details, closing project May 30th, 2019
- Greengate – New Infant Office Space remodel; Painting start date May 20th; Furniture has been ordered, to be delivered June 6th
- Prop 39 Santa Anita HVAC replacements: Successfully replaced 6 HVAC units on 4/22/2019
- IM Ready Emergency Ops Plan/Threat and Security Assessment: Site reviews/visits Scheduled for the week of May 20th;
- Santa Anita Cubicle Moves scheduled 5/6/2019-5/20/2019
- Lincoln Desaturation: Classroom moves have been confirmed and the move timeline has been presented to the program.
- Summer moves timeline being edited
- Sites with moves: Greengate, Plainfield, Knights landing, Charter, Alyce Norman, VI Portable (WUSD); Westmore Oaks
- Greengate Site Security and ADA Access: Working on Architectural Agreement

Information & Technology Services Interim Director, Crissy Huey

- The ITS team was instrumental in helping set up the Corazon Center so that the students would have technology in place upon their return from spring break.
- Access Points have been installed at the remaining sites to fully implement the wireless.
- They are gearing up to work alongside SOS in the many moves that are happening over the summer.
- The IT Director position has been re-advertised and we will be looking for that special person that fits YCOE.

Special Education, Principal Jonelle Castiglia

- May 8 – Pancake Appreciation Breakfast for Teachers and School Nurses 8:00 @ Greengate
- May 10 – Greengate Prom 5:30-8:30 at YCOE Conference Center
- May 10 - Para-educator Breakfast Thank you - 8:00 @ Greengate
- May 17 –Greengate Open House Art Show and BBQ featuring Blues in the School 10:00-12:00
- May 31 – Bus Driver Appreciation Breakfast @ Greengate 8:30 am

- June 5 – Greengate Graduation 10:00 @ Greengate – we have 6 graduates!

Curriculum and Instruction, Deb Bruns

- YCOE hosted a K-12 Science Materials Publisher Fair for district staff to meet with publishers and learn about recently adopted K-8 materials aligned to the Next Generation Science Standards (NGSS) as well as new materials for high school science.
- Project Solar Field Trip/Alternative Education: On May 7, YCCA-Manufacturing Project students and staff toured the Sunpower Research & Development facility to learn about the design and manufacture of robots used to clean solar panels - an application of the skills they are learning at YCCA. Afterward, they visited the solar farm at Grasslands Regional Park in Davis where they were treated to hands-on glider demonstration by the Sacramento Valley Soaring Society. The field trip is part of YCOE’s Project Solar for alternative education.
- Kinders Go to College: YCOE’s College & Career Readiness program partnered with Woodland Community College and UC Early Academic Outreach Program (UC EAOP) to organize the 11th annual Woodland Kinders Go to College. Kinders from Spring Lake Elementary and Sci-Tech Charter (sporting Class of 2031 T-shirts) along with their 8th-grade mentors from Lee Middle School engaged in hands-on college and career exploration activities led by college staff and students and community and business partners.
- Grants for College & Career Readiness: YCOE received two K-12 Strong Workforce Program (K12 SWP) grants for our countywide work to support career pathway programs. Along with the CTEIG grant received (See handout).
- Upcoming

May 20 - Hosting California Environmental Literacy Initiative (CAELI) meeting at YCOE

May 21 - Classified Professional Development with Sandy Holman (flyer)

May 24 - West Sacramento Kinders Go to College, Sac City College, West Sacramento, 9 am - 1 pm

May 30- Be the One - Partnerships to Support Our Kids (flyer)

June 25-27 - NGSS Toolkit for Instructional Materials Evaluation (flyer)

Student Services, Director Renee Collins

- Attended Closing the Achievement Gap forum at CDE.
- YCCA staff did manufacturing pathway site visits at Rocklin High School and Titans of CNC Academy.
- Completed the annual Title XV report for services at Dan Jacobs School.
- Met with the Assistant Chief Deputy District Attorney, Melina Aiello to discuss the implementation of Focusing on Children Under Stress (FOCUS) communication system.
- Met with National Director of PROTECT, Gordon Jackson, to learn about early identification and prevention of human trafficking as well as developing protocol related to identifying and reporting human trafficking.

- Attended the Juvenile Court, Community and Alternative School Administrators of California (JCCASAC) Conference with administration and team members from YCOE alternative education programs.
- Prepared and routed the Yolo First 5 MOU for final approval.
- Hired an Administrative Secretary to support the Director of Student Services.

Homeless/Foster Youth Services, Mariah Ernst-Collins

TUPE:

- Completion of the evidence-based curriculum to decrease tobacco/vaping use
- Administration of curriculum at Dan Jacobs, Cesar Chavez (WS), and YCCA
- Youth have completed several outreach projects to bring awareness to the dangers of tobacco/vaping use
- Postcards, T-Shirts, Stickers
- Cesar Chavez and Dan Jacobs Youth created (2) 30 seconds ad campaigns to address tobacco/vaping use. The ads will air as a pre-movie ad at the State Theatre before each movie starting 5/24/19 for the duration of one year.
- TUPE has hosted a table at YCOE events and is continuing to provide education to Districts on the dangers of vaping.

Foster Youth Services Coordinating Program (FYSCP):

- Completion of the Foster Youth Needs Assessment which will assist in informing service delivery for 19/20
- Ongoing Foster Youth and Homeless Education Collaborative monthly meetings
- Professional Development
- Networking
- Knowledge of community resources
- Implementation of policies and procedures to better serve our foster youth
- Initial meetings to discuss hosting an AmeriCorps member
- Development of an MOU's to address transportation and Title I-VE draw-down to support foster youth

Homeless Education:

- Ongoing Foster Youth and Homeless Education Collaborative meetings (see above)
- Professional development on McKinney Vento provided to district and community members

- Ongoing meetings with community partners to address needs and strategize on how to better serve our youth and families

Alternative Education, Principal Gayelynn Gerhart

- May 3, SAYS Youth Summit at UC Davis. 10 youth and 3 adults attended the event at UC Davis
- May 3, Student Art Show from 5:30 pm – 8:00 pm – Woodland Public Library
- May 6, YCCP Field trip to Alcatraz
- May 7, YCMP Field trip to R&D Ranch (Sun Power)
- May 8, Flag Football Game at Luther Burbank HS
- May 13 & 14, YCCA Team Collaboration Meetings (Retreat); May 13 4:00 pm – 7:00 pm and May 14; 5:00 pm – 7:00 pm
- May 8, Flag Football Game at Luther Burbank HS (4:00 pm)
- May 13 & 14, YCCA Team Collaboration Meetings (Retreat); May 13 4:00 pm – 7:00 pm and May 14 5:00 pm – 7:00 pm
- May 15, YCCA School Site Council
- May 16, Chavez School Site Council
- May 17, YCCA Manufacturing location Open House, Suite 190, YCOE 3-5pm
- May 21, Last day of school at Dan Jacobs School
- May 21, WASC site visit – YCCA
- June 1, Voter Registration (Focus: youth vote) Event at Heritage Plaza
- June 5, Last day of school at Cesar Chavez West Sacramento
- June 6, Alternative Education Graduation – 6:00 pm – Woodland Opera House
- June 7, Last day of school at Cesar Chavez Woodland

TESTING SCHEDULE (CAASPP):

- Dan Jacobs May 16 & 17
- YCCA May 20 & 22
- Chavez W May 28 & 29
- Chavez WS May 30

Head Start/Early Head Start, Program Administrator Genet Telehun

- We are working with SOS on Lincoln and Charter relocation

- Our end of the year Professional Development Training is on May 10th. The topic is Mental Health with the emphasis “Be the One”. We are asking all subs to take part in this training.
- We are working on the PIR (Program Information Report). This is information we are required to submit to the Office of Head Start by the end of August but we have been submitting it around June or July.
- Gail and our EHS team from Davis attended the RIE (Resources for Infant Educators) training. RIE is a philosophy based on respect and trust in the baby to be an initiator, an explorer, and self-learner. The teacher’s role is to facilitate the child’s learning. Gail shared with me that the teachers got a lot out of this training.
- We are in the process of updating all of our enrollment forms for next year

SELPA, Associate Superintendent Carolynne Beno

- The Yolo County Community Advisory Committee (CAC) hosted our annual Community Advisory Committee’s Annual Recognition Awards Ceremony and Reception on May 6, 2019. Please join us to honor the 2018-2019 award recipients:
 - Wendy Nelson, Para-Educator Davis Joint Unified School District
 - Esparto Elementary School SDC Team, Esparto Unified School District (Rebecca Rodriguez, Teacher; Vera Frederich, Instructional Aide; Mary Martin, Instructional Aide)
 - Jennifer Arnold, Teacher Washington Unified School District
 - Patricia Muldong, Instructional Aide Winters Joint. Unified School District
 - Hannah Winger, Para-Professional Woodland Jt. Unified School District
 - Sharon Holstege, Director, Special Education Yolo County Office of Education
 - Tony Wisneske, Para-Educator Yolo County Office of Education
 - Connie Best, Executive Director Yolo-Solano Center for Teacher Credentialing
- SELPA Legislative Sharing Day:
 - Representatives from the Yolo County SELPA participated in SELPA Legislative Sharing Day on May 1st where they met with local legislators to advocate for the support for Assembly Bill (AB) 428. AB 428 is a three-prong approach so all districts receive additional special education support through the current funding structure:
 1. Equalization of AB 602 for those with low rates;
 2. Funding for preschoolers with disabilities; and
 3. Additional funding for students with the most severe disabilities.

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

Type:

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3. Chad D. Rinde, CPA, Chief Financial Officer, County of Yolo Department of Fiscal Services will discuss the investment process for Yolo County.

Type:

Informational

Description:

Mr. Rinde will be discussing the investment process for the County of Yolo.

Recommended Motion:

Information Item.

Attachments:

1. Treasury Pool Overview



COUNTY OF YOLO

INVESTMENT POOL OVERVIEW

**Presented by Chad Rinde, Chief Financial Officer
Yolo County Department of Financial Services
May 28, 2019**

YOLO COUNTY INVESTMENT OBJECTIVES

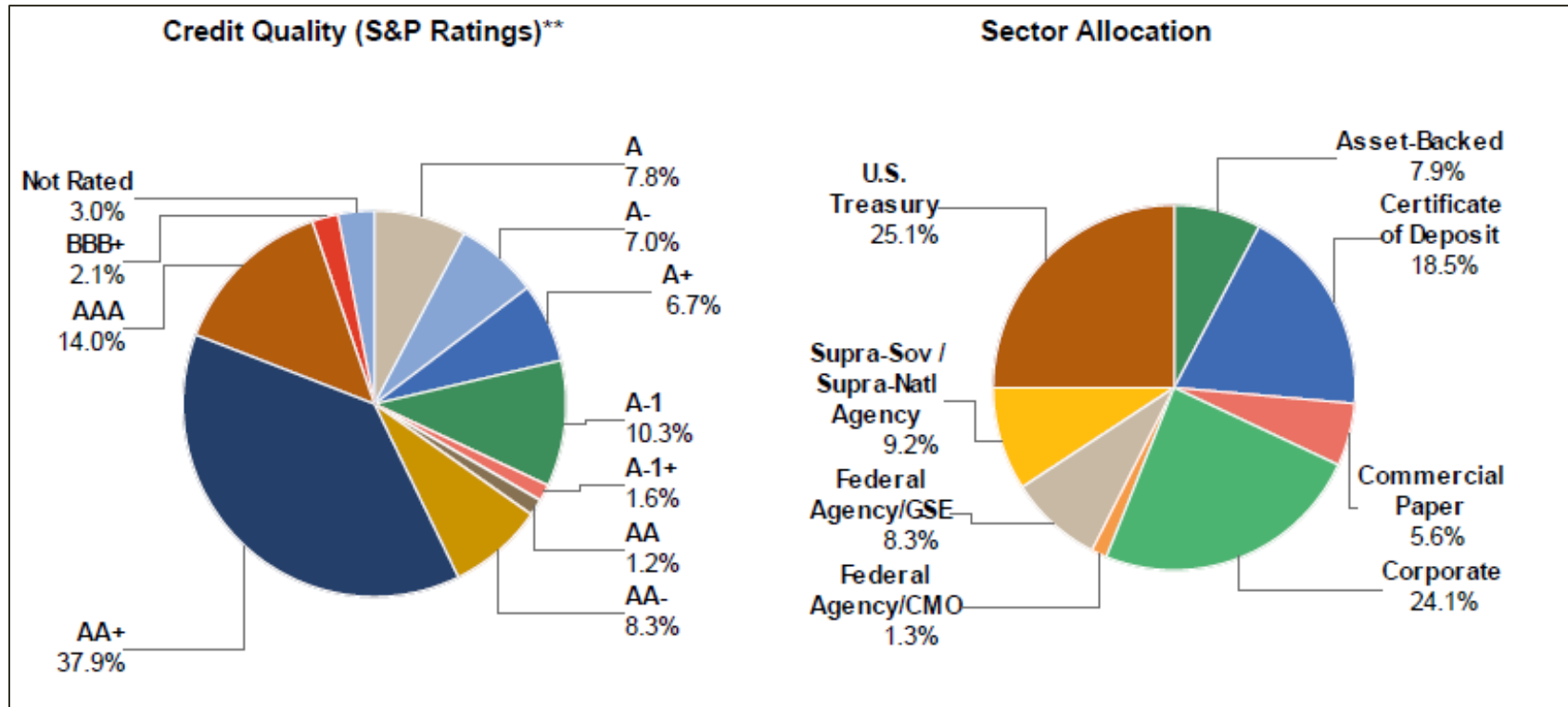
The Yolo County Treasury Pool is comprised of monies deposited by mandatory and voluntary participants. Mandatory participants include the County of Yolo, school districts, and special districts based on California government codes.

Objective	Achieved through...
<p>Safety <i>Safety of principal is the foremost objective of the investment program. Investments of the County shall be undertaken in a manner that seeks to ensure preservation of capital in the portfolio.</i></p>	<ul style="list-style-type: none"> • High-quality investments • Diversification by sector, issuer, and maturity
<p>Liquidity <i>The investment portfolio shall be maintained in such a manner as to provide sufficient liquidity to meet the operating requirements of any of the participants.</i></p>	<ul style="list-style-type: none"> • Cash flow coordination with County staff members • Appropriate allocation between liquid funds and investment portfolio balances
<p>Return on Investment <i>The investment portfolio of the County shall be designed with the objective of attaining a market rate of return on its investments consistent with the constraints imposed by its safety objective and cash flow considerations.</i></p>	<ul style="list-style-type: none"> • Duration management • Use of high-quality credit instruments • Active trading based on continual evaluation of relative value among allowable sectors

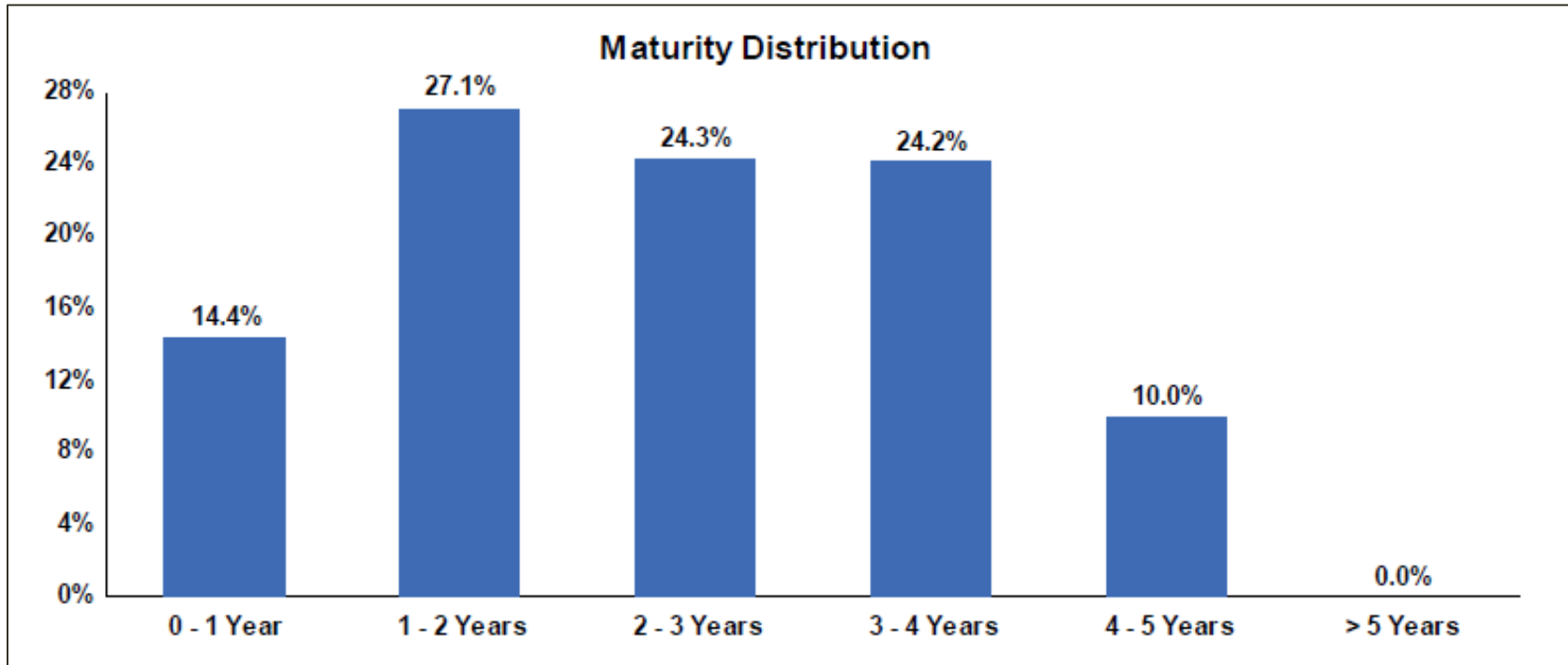
PORTFOLIO COMPOSITION (03-31-19)

Security Type	Market Value as of 3/31/19	% of Portfolio	% Change vs. 12/31/18	Permitted by Policy	In Compliance
U.S. Treasury	\$61,258,616	12.7%	+2.4%	100%	✓
Federal Agency	\$20,150,563	4.2%	-	100%	✓
Federal Agency CMOs	\$3,274,251	0.7%	-0.1%	100%	✓
Supranationals	\$22,370,017	4.7%	-0.8%	30%	✓
Negotiable CDs	\$44,943,955	9.3%	-1.5%	30%	✓
Corporate Notes	\$58,802,417	12.2%	+0.6%	30%	✓
Commercial Paper	\$13,605,463	2.8%	+0.9%	40%	✓
Asset-Backed Securities	\$19,197,197	4.0%	+0.2%	20%	✓
Securities Sub-Total	\$243,602,479	50.7%			
Accrued Interest	\$1,100,686				
Securities Total	\$244,703,165				
CAMP	\$206,913,170	43.0%	-2.0%	100%	✓
LAIF - Total	\$30,370,712	6.3%	+0.3%	\$65 million per account	✓
Total Investments	\$481,987,047	100.0%			

CREDIT QUALITY & SECTOR ALLOCATION (03-31-19)



MATURITY DISTRIBUTION (03-31-19)



INTEREST APPORTIONMENTS

Fiscal year 2016-17	
07/01/16 to 09/30/16	0.54%
10/01/16 to 12/31/16	0.59%
01/01/17 to 03/31/17	0.71%
04/01/17 to 06/30/17	0.81%
Average Annual Rate	0.66%
Fiscal year 2017/18	
07/01/17 to 09/30/17	1.29%
10/01/17 to 12/31/17	1.26%
01/01/18 to 03/31/18	1.26%
04/01/18 to 06/30/18	1.53%
Average Annual Rate	1.34%
Fiscal year 2018/19	
07/01/18 to 09/30/18	1.94%
10/01/18 to 12/31/18	2.24%
01/01/19 to 03/31/19	2.38%
04/01/19 to 06/30/19	
Average Annual Rate	2.19%

ADDITIONAL INFORMATION

- Investment reports and results are posted quarterly on the County of Yolo Website and shared with YCOE staff:
<https://www.yolocounty.org/general-government/general-government-departments/financial-services/publications>
- Questions?

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4. ACTION ITEMS

Type:

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4.1. Consent Agenda

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Consent

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a. Approval of Minutes:

March 26, 2019 Regular Meeting

April 2, 2019 Special Meeting

April 23, 2019 Regular Meeting

b. Temporary County Certificates

Recommended Motion:

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

Attachments:

1. 3-26-19 Draft Meeting Minutes
2. 04-2-19 Draft Minutes
3. 04-23-19 Draft Minutes
4. TCCs April 19

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

1.0 OPENING PROCEDURES

- 1.2 Call to Order and Roll Call. The Yolo County Board of Education met on March 26, 2019 at 3:39 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 and Shelton Yip. Board President Shelton Yip presided. Cirenio Rodriguez and Matt Taylor was absent. Garth Lewis, Superintendent of Schools, was 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: Souza Cole **SECOND:** Moreno **AYES:** Souza Cole, Moreno, Yip **NOES:** None **ABSENT:** Rodriguez, Taylor

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

Trustees Taylor and Rodriguez arrived at 3:43 p.m.

3.0 REPORTS

- 3.1 Board Member(s)/Superintendent/SAT/Committee(s).
- a. Board Members
- Trustee Souza Cole attended the Yolo County School Boards Association (YCSBA) meeting last night and officers were elected: Karen Ronsenkilde-Bayne from Woodland Joint USD was elected President and Tom Adams from Davis Joint USD was elected Vice President. Monday, April 29, 2019 at 5 p.m. is the Excellence in Education (EIE) awards event and all the districts and community colleges in Yolo County will be at the event. The board president/designee will present the awards to the winners.
 - Trustee Moreno attended the SWIM team movie showing on March 4, 2019. There were over ninety (90) educators and families that attended the successful event. She toured the Head Start sites with Superintendent Lewis in Winters and Davis. Attended the two-day California County Board of Education (CCBE) governance workshop recently and reviewed her report, which was distributed to Board members
 - Trustee Taylor will be in Washington D.C. next week reviewing federal grants
 - Trustee Rodriguez is happy to be back after a two (2) month absence
 - Trustee Yip stated that after the last Board meeting it was recommended that he meet with Superintendent Luna and Board President Wong at Washington Unified School District (WUSD) regarding their California Voting Rights Act (CVRA) issue. Yolo County Office of Education (YCOE) will work with WUSD to select a hearing date for the County

Committee to consider the process they used to determine trustee areas and their formal request to adopt a resolution to approve trustee area maps. Consent is going to the State Board of Education soon. Trustee Yip attended the California School Boards Association (CSBA) Advocacy day on March 12, 2019. Many school board members across the state participated in the event. Trustee Yip met with Assemblymember Aguiar-Curry and Senator Dodd regarding funding and pending bills in education. He also attended the Association of California Administrators' (ACSA) Every Student Succeeding event to present a scholarship to a student. The event celebrates hard work and perseverance.

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

Margie Valenzuela, Executive Director of Human Resources, presented Leslie Valentine, Senior Business Services Technician as the Employee of the Month for March. Superintendent Lewis and staff thanked Ms. Valentine for her hard work and dedication.

- b. Superintendent
 - Superintendent Lewis recently took a tour of the Winters and Davis Head Start programs with Trustee Moreno. Ameer Dowkes, Educational Services manager did an excellent job giving the tour. He attended the YCSBA meeting and is excited about the Excellence in Education awards ceremony that will be held at YCOE on April 29, 2019. He congratulated Gail Nadal, Director of Head Start/Early Head Start and her team who worked very hard on the grant submission process for Head Start. Superintendent Lewis attended the 2nd annual Youth Empowerment Summit that was hosted in conjunction with the Yolo County Elections office. There were close to one hundred (100) youth from Yolo County that attended the event along with thirty (30) elected officials. It was a very inspiring event that informed youth on how local government works. He asked Board members to please turn in their Form 700's to Yvette Seibert, Executive Assistant by April 1, 2019. After the Regular Board meeting today we will have a very brief closed session meeting.
- c. Superintendent's Advisory Team
 - Ronda DaRosa, Deputy Superintendent reviewed the material in the Board packet and responded to questions of the Board. Many trainings are coming including the Environmental Phenomena Summit (Science standards) on April 2 and 3 from 8:30 am to 4:30 pm at YCOE. Board members are invited to attend these trainings.

Trustee Moreno was invited to meet with Director of the Yolo Bypass wildlife area (City of Davis wetlands) to provide ideas on how to make it more culturally responsive.

- d. Committees
 - No reports.

- 3.2 Associations.
- No reports.

4.0 INFORMATION/DISCUSSION/ACTION

- 4.1 Consent Agenda.
b. Temporary County Certificates
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 § 1090 (d))

Board Trustee Moreno requested that Item (a) Approval of Minutes from the February 26, 2019 Regular meeting be pulled to discuss separately.

The Board took action to approve Items (b) Temporary County Certificates and (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 § 1090 (d))

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

- a. Approval of Minutes: February 26, 2019 Regular Meeting

Trustee Moreno requested the following corrections:

Item #3.0 (c) Board Member Reports

- **Change** *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 to:*

Trustee Moreno provided keynote for the Early Outreach Event at UCD that emphasized careers in education and also served on a panel with Superintendent Lewis

- **Change** *She also attended the immigrant youth poetry event which focused on the voices of the students to:*

She attended the "Dreaming America: Voices of Undocumented Youth" event by Acem Theatre Company with poetry written by youth in detention centers; it was also attended by Superintendent Lewis

- **Change** *Lieutenant Governor, Eleni Kounalakis emphasized her support for education at this event to:*

Attended an event for Lt. Governor in Sacramento, where she emphasized

support for education.

The board took action to approve the minutes with the changes above

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

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

The Board took action to approve the Resolution #18-19/18: Resolution to Support National Child Abuse Prevention Month

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

4.4 Dan Jacobs School 2019-20 Calendar

The Board took action to approve the Dan Jacobs 1019-20 School Calendar

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

4.5 Second Reading of Board Policies 6000 (Instruction) Series:

- 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

The Board took action to approve policies (a-d)

Dr. DaRosa will be adding accountability measures to the AR 5131.6 Alcohol and other drugs policy. She will be using the California Healthy Kids Survey and Alcohol and drug referral data to monitor outcomes and report the progress of students to the Board.

The Superintendent hereby adopted the above policies (a-d) on this date.

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

4.6 A public hearing. At 4:18 p.m. Board President Yip opened the public hearing to receive comments 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. The Public Hearing closed at 4:19 p.m.

- 4.7 A public hearing. At 4:19 p.m. Board President Yip opened the public hearing to receive comments 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. The Public Hearing closed at 4:20 p.m.

- 4.8 Head Start/Early Head Start Reports
- a. Enrollment Update
 - b. Program
 - c. Fiscal Report
 - d. Policy Council Meeting Minutes
 - e. Self-Assessment Summary 2018-19

Debra Hinely, Director, Internal Business Services presented the fiscal report. She reviewed the items in the board packet. Gail Nadal, Director, Early Childhood Education, reviewed the items in the board packet and responded to questions of the Board. Ms. Nadal received notification from the office of Head Start that the program performance summary report was compliant in all areas, which is excellent news.

- 4.11 Quarterly Report of Investments for Period Ending December 31, 2018
Debra Hinely, Director, Internal Business Services reviewed the information in the board packet and responded to questions of the Board. Trustee Moreno asked if Yolo County Office of Education could consider divesting from companies like Exxon, Well Fargo, Bank of America, Chase, and others that have impacted indigenous, people of color, and the planet. Superintendent Lewis clarified that the County Treasurer decides on the investments. Ms. Huey will discuss this issue with the fiscal oversight committee at their next meeting and report back to the Board.

- 4.13 LCAP Quarterly Update
Gayelynn Gerhart, Principal, Cesar Chavez reviewed the handout titled, *YCOE Alternative Education Program Highlights*, which was also distributed (copies of handouts can be found on file with the official records of this meeting) and responded to questions of the Board. Items discussed were YCOE Alternative Education Summary of Credits Earned 2018/2019; Renaissance Summary Report 2018/19 - YCOE March Board Meeting; Alternative Education Discipline Dashboard.

- 4.17 Alternative Education Attendance Reports
Micah Studer, Executive Director, Equity and Support Services reviewed the information in the Board packet and responded to questions of the board. Trustee Souza Cole requested an article (referencing Juvenile Hall) from Superintendent Lewis that was written in the San Francisco Chronicle to be emailed to all Board Members.

- 4.18 ORR Program Update

Micah Studer, Executive Director, Equity and Support Services reviewed the Power Point in the Board packet and responded to questions of the Board. Items discussed included an Overview; Demographics; YCOE Partnership; YCOE staffing; Community Partners; Bilingual Curriculum

4.19 Consolidated Application Winter Report

Micah Studer, Executive Director, Equity and Support Services reviewed the information in the Board packet and responded to questions of the Board. Final report will be presented to the Board in June 2019.

4.20 YCOE System of Support Plan

Micah Studer, Executive Director, Equity and Support Services reviewed the information in the Board packet and responded to questions of the Board. A 2019-20 version will be presented along with the Local Control Accountability Plan in May 2019.

4.21 Yolo County Census Boundary Updates

Superintendent Lewis and Matt Juchniewicz, Director, Support Operations Services (SOS), reviewed the information in the Board packet and responded to questions of the Board.

4.22 First Reading of BP 5131.41

Ronda DaRosa, Deputy Superintendent reviewed the information in the board packet and responded to questions of the Board. Policy will be adopted at the April 26, 2019 Regular Board meeting.

4.21 Suggested Future Agenda Items

May or June 2019 – Changes that Governor Newsom is proposing in education. Trustee Yip will present to the Board

Future meeting – YCOE Mission and Goals

Future meeting – Assembly bill 1505 – 1508. Trustee Yip will present to the Board

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

5.0

ADJOURNMENT. The meeting adjourned at 5:43 p.m. in memory of Joe Thomson, who had been on the Yolo County Board of Education from October 1998 – November 2012.

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

Garth Lewis, Yolo County Superintendent of Schools

and Secretary to the Yolo County Board of Education

/ys

YOLO COUNTY BOARD OF EDUCATION
Special Meeting
April 2, 2019
DRAFT MINUTES

1.0 ANNOUNCEMENT OF CLOSED SESSION ITEMS

See Item 3.0

Call to Order in Open Session and Roll Call. The Yolo County Board of Education met on April 2, 2019 at 5:31 p.m.in Special Session in the Conference Center located at 1280 Santa Anita Court, Suite #120, Woodland, CA. Board Members present: Shelton Yip, Carol Souza Cole and Cirenio Rodriguez. Melissa Moreno and Matt Taylor was absent. Board President Yip presided. Garth Lewis, Superintendent of Schools, was present.

2.0 PUBLIC COMMENT

None

3.0 CLOSED SESSION

3.1 Conference with Legal Counsel – Anticipated Litigation (one case) [Gov’t. Code section 549569 (d)(2)]

3.2 Student Expulsion Appeal Hearing – Winters Joint Unified School District [Ed. Code section 48920]

4.0 RECONVENE IN OPEN SESSION

Motion by Trustee Souza Cole and Second by Trustee Rodriguez, the County Board affirmed the expulsion by unanimous vote of all Trustees present but remanded the matter to the District’s Governing Board for adoption of the additional findings required by Education Code section 48915(b) in a revised decision. Although evidence supporting the required findings exists in the record, the additional findings are not referenced in the Governing Board’s decision. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing as the Governing Board’s decision to expel is affirmed by the County Board

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

5.0 MOTION FOR ADJOURNMENT

The meeting adjourned at 7:44 p.m.

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

Garth Lewis
Yolo County Superintendent of Schools and
Secretary to the Yolo County Board of Education

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: April 23, 2019
DRAFT MINUTES

1.0 OPENING PROCEDURES

- 1.2 Call to Order and Roll Call. The Yolo County Board of Education met on April 23, 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, Shelton Yip and Matt Taylor. Board President Shelton Yip presided. Cirenio Rodriguez was absent. Ronda DaRosa, Deputy Superintendent filled in as the Superintendent's designee (Superintendent Lewis was absent). (Roll Call held).
- 1.3 Pledge of Allegiance. The pledge of allegiance was conducted.
- 1.4 Approval of Agenda. Trustee Souza Cole requested that *Item 3.1 #3 on the Consent Agenda - April 2, 2019 Special Meeting minutes* be pulled and returned to the next Regular Board Meeting agenda on May 28, 2019.

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

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

2.0 REPORTS

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

a. Superintendent

- i. Yolo County 2019 Poetry Out Loud Winner – Vanessa Anaya, Esparto High School was not able to attend the meeting due to a personal matter. Yvette Seibert, Executive Assistant will try and reschedule her for the next Regular Board meeting on May 28, 2019. On May 1, 2019 Dr. Carolynne Beno, Associate Superintendent, Educational Services will begin her new duties. Elizabeth Engelken, Assistant Superintendent, has been hired as the new SELPA Director. The Director of Special Education, Jessica Burrone starts on June 20, 2019. Renee Collins, Director of Student Services officially started on April 15, 2019.
- ii. Employee of the Month
Margie Valenzuela, Executive Director of Human Resources, presented Lorena Madrigal De Lopez, Lead Cook, Head Start Lincoln site as the Employee of the Month for April 2019. She was not able to attend the meeting due to illness. President Yip asked Margie Valenzuela, Executive Director, Human Resources to check with Ms. Madrigal De Lopez to see if she is able to attend the next Regular Board meeting on May 28, 2019 to receive her certificate.

b. Board Reports

- Trustee Taylor just returned from Washington D.C. performing Grant

review work. He also discussed the decline in incarceration rates in Yolo County and nationwide with colleagues in other states.

- Trustee Moreno visited Dan Jacobs School (Juvenile Detention Center) and was able to get a sense of the curriculum and activities at the school. She attended the Muslim Youth Leadership conference. She was also contacted by Woodland Joint USD, Trustee Karen Rosenkilde-Bayne who was inquiring about the Yolo County Office of Education (YCOE) support to address and insure professional development with a new approach to instruction missions and curriculum for indigenous students.
 - Trustee Souza Cole visited the Head Start sites in Esparto, Knights Landing and Woodland. It was wonderful to see the program in action and to witness the nutritious lunches that the children received. Attended the open house at Cesar Chavez school. It was great to see the art displayed at the school. Next Friday, May 3, 2019, the student artwork will be on display at the Woodland Public Library from 5 – 8 p.m. and the public will have the opportunity to purchase the artwork. On Monday, April 29, 2019 the Excellence In Education (EIE) awards sponsored by the Yolo County School Boards Association (YCSBA) will be at YCOE from 5 – 7:30 p.m. and asked Board members if they are attending.
 - Trustee Yip will not be able to attend the EIE event because of his conflict with attending the Region Woodland Leadership Network. He also attended the Cesar Chavez Open House. He asked Board members to hold the date of May 21, 2019, for the County Committee Board Meeting in West Sacramento at 6 p.m.
- c. Superintendent's Advisory Team
- Ronda DaRosa, Deputy Superintendent reviewed the material in the Board packet and responded to questions of the Board. Dr. DaRosa thanked Dr. Studer for his work as Interim Director of Student Services and Ms. Huey for her work as Interim Director of Information Technology. The charter school will be open on April 29, 2019. The open house for the charter school is pending final approval per Micah Studer, Executive Director, Equity and Support Services. Crissy Huey, Associate Superintendent, Administrative Services acknowledged and thanked Matt Juchniewicz, Director, Support Operations Services (SOS), for all his hard work on the charter school. Board member Yip requested a Facilities report to be presented at the next Regular Board meeting on Tuesday, May 28, 2019. Ms. Huey talked about the meetings with the health department discussing procedures to be followed for future emergencies. They are meeting regularly and one of the items being worked on is the contact lists for different emergency situations: measles, etc. Principal Gayelynn Gerhart, Cesar Chavez school discussed the Teen Parent support group. They are also investigating a program for young dads that will be implemented in the future.
- d. Committees
- No reports.

2.2 Associations.

- YEA updates. Working with CTA on generation debt workshops that will be offered to all YCOE staff. The workshop reviews work life balance and it will be rescheduled to Fall 2019. Negotiations ongoing and should be done by the end of May 2019. Superintendent Lewis will speak to YEA group members on May 16, 2019. He is also in the process of site conflict resolution work with bargaining members and conducting surveys with teachers.

1.5 Public Comment

Lupita Torres, Davis People Power (works with the ACLU), is a concerned citizen from Davis. She would like to comment on the Yolo County Juvenile Detention Center in the Becerra Report (released by the Attorney General's office) and the Fossil Fuel Divestment from Yolo County Office of Education. She wanted to bring attention to the standard protocols, basic human rights violations, students being forcibly medicated, physical abuse, etc. addressed in the report especially with ICE detainees. She is also concerned with YCOE's investment in banks (US Bank, River City Bank, Wells Fargo, Bank of America, Chase, etc.) that affect minority communities with Eco-racism.

3.0 ACTION ITEMS

3.1 Consent Agenda.

- a. Approval of Minutes: March 26, 2019 Regular Meeting
March 26, 2019 Special Meeting
April 2, 2019 Special Meeting – bring back to next meeting.
- b. Temporary County Certificates

The Board took action to approve the March 26, 2019 Special Meeting Minutes and the Temporary County Certificates

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

Trustee Moreno requested that the March 26, 2019 Regular Meeting minutes be pulled. Trustee Taylor requested that she write down her change and email it to the recorder, Yvette Seibert, Executive Assistant to insert into the minutes. Trustee Souza Cole requested that the March 26, 2019 and the April 2, 2019 Special meeting minutes be brought back at the next meeting on May 28, 2019 for approval.

3.2 Resolution #18-19/30 Classified School Employee of the Week, May 19-25, 2019

The Board took action to approve Resolution #18-19/30: Classified School Employee of the Week, May 19-25, 2019

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

3.3 Resolution #18-19/31 California Day of the Teacher, May 8, 2019

The Board took action to approve Resolution #18-19/31 California Day of the Teacher, May 8, 2019

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

3.4 Second Reading of Board Policy 5131.41:
a. BP 5131.41 Use of Seclusion and Restraint

The Board took action to approve Board Policy 5131.41 – Use of Seclusion and Restraint

The Superintendent hereby adopted the above policy (a) on this date.

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

4.0 INFORMATION ITEMS

4.1 Head Start/Early Head Start Reports
a. Enrollment Update
b. Program
c. Fiscal Report
d. Policy Council Meeting Minutes

Debra Hinely, Director, Internal Business Services presented the fiscal report. She reviewed the items in the board packet. Gail Nadal, Director, Early Childhood Education, reviewed the items in the Board packet and responded to questions of the Board. Ms. Nadal thanked Trustee Souza Cole for touring the Head Start facilities. Trustee Souza Cole would also like the minutes of the Leadership Planning Committee (LPC) meeting included in the agenda packet every month. Meeting location, flyers for meetings and retreat information will be emailed to Board members. Trustee Souza Cole requested the last two months of the minutes in the next Board agenda. She also commented on the healthy food given to the children at Head Start and how impressive that is and that we are exploring a partnership with our districts on nutrition and the effects healthy food has on the brain and learning.

4.2 Review Cesar Chavez Community School Calendars
Renee Collins, Director Student Services, reviewed the information in the board packet and responded to questions of the Board. This item is for information only.

4.3 Alternative Education Attendance Reports

Renee Collins, Director, Student Services, reviewed the information in the Board packet and responded to questions of the Board. The attendance information for Dan Jacobs indicates that enrollment is going down and in response changes are being discussed for future staffing needs. MOU's are currently being negotiated. Trustee Taylor requested that the actual months (*ex. May or June*) be written on the alternative education reports for Dan Jacobs school.

4.4 Education Program for Incarcerated Adults

Renee Collins, Director, Student Services reviewed the Power Point in the Board packet and responded to questions of the Board – Power Point included information on the *History of the Program, Current Course Offerings and the Future of the Program*. Trustee Souza Cole requested data on how many participate in the GED successfully? Also, a tour of the facility is available if requested by a Board member.

4.5 Yolo County Investment Performance Review

Debra Hinely, Director, Internal Business Services reviewed the information in the Board packet and responded to questions of the Board. Report includes all districts in Yolo County. The decision maker for investments is the Yolo County Treasury per Ms. Hinely. Ms. Huey will attend the Fiscal Oversight Committee meeting in May 2019 and ask Trustee Moreno's question (per the April 26, 2019 Regular Board meeting) on investments. Trustee Moreno asked if Yolo County Office of Education could consider divesting from companies like Exxon, Wells Fargo, B of A, Chase, and others that have impacted indigenous, people of color, and the planet. Trustee Moreno requested the name of the Yolo County Treasurer, which is an appointed position. Trustee Taylor stated that Chad Rinde is the Chief Financial Officer at Yolo County. Trustee Moreno requested a report on how much in total investments is YCOE and how much is in the general pot. This information will be brought back to the board at a future meeting.

4.6 Disposition of Surplus Property

Debra Hinely, Director, Internal Business Services, reviewed the information in the Board packet and responded to questions of the Board.

4.7 First Reading of Board Policies (6000 series)

Ronda DaRosa, Deputy Superintendent reviewed the information in the board packet and responded to questions of the Board. Policies will be adopted at the May 28, 2019 Regular Board meeting. Trustee Souza Cole requested that *Mathematics* be spelled correctly in the policies and also take out the word *continuation schools* in the AR policies. Please email Dr. DaRosa for any other changes.

4.8 Suggested Future Agenda Items

Future meeting – Assembly bill 1505 – 1508. Trustee Yip will present to the Board

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

Future meeting - Trustee Souza Cole requested data on how many participate in the GED successfully in the Education program for Incarcerated adults (Monroe Detention Center)

Future meeting - Ms. Huey will attend the Fiscal Oversight Committee meeting in May 2019 and ask Trustee Moreno's question (per the April 26, 2019 Regular Board meeting) on investments. Trustee Moreno asked if Yolo County Office of Education could consider divesting from companies like Exxon, Well Fargo, B of A, Chase, and others that have impacted indigenous, people of color, and the planet. Trustee Moreno also requested a report on how much in total investments is YCOE and how much is in the general pot.

May 2019 - Facility report per Trustee Yip - (Include information *on kiln and location to store per Trustee Souza Cole*)

June 2019 – Yearly report on Local Planning Council for Childcare

September 2019 – YCOE Mission and Goals

5.0 **ADJOURNMENT.** The meeting adjourned at 5:37 p.m.

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

Ronda DaRosa, Deputy Superintendent

/ys

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

April 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
Jesus Garcia	Prospective Substitute Teacher Permit

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Mallory Creamer	30-Day Substitute Permit
Nancy Somers	Multiple Subject

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Kelly Gonzalez	30-Day Substitute Permit

Total TCC's for the Month of April 2019: 4

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.2. Resolution 18-19/33: National Foster Care Month

Type:

Action

Description:

A resolution in support of National Foster Care Month will be presented on behalf on the Board and Superintendent.

Recommended Motion:

The Board is being asked to to take action on Resolution #18-19/33: In Support of National Foster Care Month.

Attachments:

1. Resolution



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

**Resolution #18-19/33
In Support of National Foster Care Month**

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

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

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

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

WHEREAS, there are over 395 children and youth in the foster care system in Yolo County; and

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Yolo County Board of Education and the Yolo County Superintendent of Schools hereby declare support of the month of May 2019 as National Foster Care Month and encourages all in Yolo County to honor the commitment and dedication of the individuals who work tirelessly to provide assistance, education and services to children in the foster care system.

PASSED AND ADOPTED by the Yolo County Board of Education on May 28, 2019.

AYES:

NOES:

ABSENT:

ABSTAIN:

Shelton Yip, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of Schools

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.3. Reschedule August 27, 2019 Regular Board Meeting

Type:

Action

Description:

Superintendent Lewis is requesting consideration to change the date of the August 27, 2019 Regular Meeting, due to Yolo County Office of Education staff attending the Capitol Service Region Retreat in Lake Tahoe (August 26-27, 2019)

Recommended Motion:

The Board will be asked to change the date of the August 27, 2019 meeting.

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.4. Second Reading of Board Policies (6000) series

Type:

Action

Quick Summary/Abstract:

The Deputy Superintendent is undergoing review of the 6000 series (Instruction) policies. At this time nine policies with administrative regulations are being presented for adoption.

Adoption of the 6000 series (Instruction) Board Policies:

- a. BP 6152.1 Placement in Mathematics Courses
- b. AR 6152.1 Placement in Mathematics Courses
- c. BP 6155 Challenging Courses by Examination
- d. AR 6155 Challenging Courses by Examination
- e. BP/SP 6158 Independent Study
- f. AR 6158 Independent Study
- g. BP/SP 6161.1 Selection and Evaluation of Instructional Materials
- h. AR 6161.1 Selection and Evaluation of Instructional Materials
- i. BP/SP 6161.11 Supplementary Instructional Materials

Description:

Ronda Da Rosa, Deputy Superintendent will be presenting this item.

Recommended Motion:

The Board will be asked to adopt the above policies.

Attachments:

- 1. BP 6152.1
- 2. AR 6152.1
- 3. BP 6155
- 4. AR 6155
- 5. BP 6158

6. AR 6158
7. BP 6161.1
8. AR 6161.1
9. BP 6161.11

PLACEMENT IN MATHEMATICS COURSES

The Yolo County Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or fulfilling careers. The Yolo County Office of Education students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

(cf. 6141.5 - Advanced Placement)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

The Yolo County Superintendent of Schools or designee shall work with County Office teachers, counselors, and administrators and the representatives of feeder schools to develop a well-articulated sequence of mathematics courses and consistent protocols for placing students in mathematics courses offered at County Office high schools/programs.

Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, statewide mathematics assessments, including state interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; classroom assignment and grades; and report cards. (Education Code 51224.7)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

County Office staff shall implement the placement protocols uniformly and without regard to students' socioeconomic background or any characteristic specified in BP 0410 - Nondiscrimination in County Office Programs and Activities, including, but not limited to, race, sex, gender, nationality, and ethnicity.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 6174 - Education for English Learners)

PLACEMENT IN MATHEMATICS COURSES (continued)

If a student or parent/guardian questions the student's placement, he/she may appeal the decision to the County Superintendent or designee. The decision of the County Superintendent or designee shall be final.

The County Superintendent or designee shall ensure that all teachers, counselors, and other County Office staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

(cf. 4131 - Staff Development)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48070.5 Promotion and retention; required policy
51220 Areas of study, grades 7-12
51224.5 Completion of Algebra I or Mathematics I
51224.7 California Mathematics Placement Act of 2015
51225.3 High school graduation requirements
51284 Financial literacy
52060-52077 Local control and accountability plan
60605 State-adopted content and performance standards in core curricular areas
60605.8 Common Core standards

Instruction

PLACEMENT IN MATHEMATICS COURSES (continued)

60640-60649 California Assessment of Student Performance and Progress

Management Resources:

CSBA PUBLICATIONS

Math Misplacement, Governance Brief, September 2015

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

California Common Core State Standards: Mathematics, January 2013
COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS
Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards
LAWYERS' COMMITTEE FOR CIVIL RIGHTS OF THE SAN FRANCISCO BAY AREA (LCCR)
Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes, 2013
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Common Core State Standards Initiative: <http://www.corestandards.org/math>
Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR):
<http://www.lccr.com>
Northwest Evaluation Association, Measures of Academic Progress: <http://www.nwea.org>
University of California, Mathematics Diagnostic Testing Project: <http://mdtp.ucsd.edu>

Policy Adopted: May 28, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

PLACEMENT IN MATHEMATICS COURSES**Placement Protocols**

In determining student placement in mathematics courses for students entering grade 9, the Yolo County Superintendent of Schools or designee shall assess whether each student has the prerequisite skills for success in the course and consider student and parent/guardian requests. Such determinations shall be based on multiple measures, including, but not limited to, the following:

1. Interim and summative grade 8 mathematics assessments from the California Assessment of Student Performance and Progress
2. For students with disabilities, an alternate test or other measures when designated in a student's individualized education program (IEP)
3. Other assessments such as Measures of Academic Progress, the readiness tests of the University of California's Mathematics Diagnosis Testing Project, and/or County Office benchmark assessments
4. The student's grades in his/her previous mathematics course
5. The final mathematics grade on the end-of-year report card

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

(cf. 6142.92 - Mathematics Instruction)

(cf. 6143 - Courses of Study)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Individual student performance data shall be analyzed each spring prior to scheduling and placing students into secondary mathematics courses. Students and parents/guardians shall be notified in writing by the end of the school year as to the mathematics course in which the student has been placed.

No student shall be required to repeat a mathematics course which he/she has successfully completed in accordance with The Yolo County Offices's placement protocols.

When a student does not qualify to be enrolled in a particular mathematics course based on a consideration of the objective measures specified in the placement protocol, he/she may nevertheless be admitted to the course based on the recommendation of a teacher or counselor

PLACEMENT IN MATHEMATICS COURSES (continued)

who has personal knowledge of the student's academic ability.

Students who exhibit deficits in knowledge and skills needed to advance to a higher level mathematics course may receive supplemental instruction to improve achievement of mathematic content standards.

(cf. 6011 - Academic Standards)
(cf. 6179 - Supplemental Instruction)

Reevaluation

Within the first month of the school year, mathematics course placements shall be individually reevaluated to ensure placement in the most rigorous mathematics course for which the student has the potential for success.

Criteria for reevaluating each student's placement shall include, but are not limited to, course preassessment results, attendance, and student performance in the first month of the school year as determined by teacher observation and grades on assignments and tests. Student and parent/guardian request for course placement may also be considered.

Notification of Placement Protocol

The County Office's policy and protocols related to student placement in mathematics courses shall be posted on the County Office's web site. (Education Code 51224.7)

(cf. 1113 - District and School Web Sites)

The County Superintendent or designee shall also make the County Office's placement policy, protocols, and course sequence readily accessible to students, parents/guardians, and staff at school/program sites and/or in student handbooks.

Appeals

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagree with the placement may appeal the decision to the County Superintendent or designee. The County Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days of receiving the appeal.

Policy Adopted: May 28, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

CHALLENGING COURSES BY EXAMINATION

The Yolo County Governing Board recognizes that there is a need to allow high school students to challenge a given course by examination for grade and credit in order to accelerate progress towards graduation and to achieve more flexibility in the selection of electives. This opportunity will permit a student to enroll in courses best suited to his/her educational objectives.

The examination shall be comprehensive and cover all course objectives. Successful completion of the examination shall be at a level which indicates mastery of the content and/or reasonable chance for success in the next higher course.

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

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

51225.3 Requirements for graduation

64001 School plan for student achievement, consolidated application programs

Policy Adopted: May 28, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

CHALLENGING COURSES BY EXAMINATION

Petition to Challenge Course

One month prior to the end of the current semester, currently enrolled students interested in challenging a course shall file a petition form with their counselor. Entering ninth-grade students and new enrollees shall file a petition and take the examination within two weeks of the time of initial entry to high school classes.

The counselor shall inform the course instructor of the student's intent to challenge the course. The student shall be allowed to challenge the course by examination if his/her petition is signed by the counselor, department chair and parent/guardian. The student's petition shall include, but not be limited to, the following:

1. Grades in courses of the subject area of the challenge
2. Recommendations from the teacher
3. Substitute courses to be taken by the student
4. Student's rationale or reasons for challenging a specific course

The challenge examination may be offered when the course is part of a sequence of courses normally taken in specific order or when the course is normally required for entry into another course.

1. During their enrollment in high school, students may challenge no more than four courses which meet graduation requirements. While successful challenge will exempt a student from those specific courses required for graduation, the student is still responsible for the total units required for graduation.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

2. A student may challenge a particular course only once.
3. A student may challenge only one course per semester. This may be a course in which the student is enrolled or any other approved course offering.

CHALLENGING COURSES BY EXAMINATION (continued)

4. A student may not attempt credit for a course below his/her ability or grade placement.

Test Content and Administration

The site administrator and department chairpersons shall collaborate with teachers in the development of appropriate County Office-wide testing procedures and materials for the classes that may be challenged within each department. Departmentally-developed performance objectives shall determine the content and the type of evaluation to be used. The examination may be written, oral, by demonstration or any combination thereof.

The type of test administered shall depend on the course outline. The department chairperson or designee shall supervise the administration and evaluation of tests pertaining to the department.

The student must earn an A or B to receive credit for challenging a course by examination. The transcript shall reflect that the grade was earned by challenge.

INDEPENDENT STUDY

The Yolo County Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

- (cf. 5147 - Dropout Prevention)
- (cf. 6011 - Academic Standards)
- (cf. 6143 - Courses of Study)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.11 - Alternative Credits Toward Graduation)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6200 - Adult Education)

The Yolo County Superintendent of Schools or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.

- (cf. 0420.4 - Charter School Authorization)
- (cf. 6181 - Alternative Schools/Programs of Choice)

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

Parents/guardians of students who are interested in independent study shall contact the County Superintendent or designee. The County Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the County Office's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom setting.

The minimum period of time for any independent study option shall be five consecutive school days.

Written Agreements

INDEPENDENT STUDY (continued)

The County Superintendent or designee shall ensure that a written master agreement and, as appropriate, a learning agreement for students participating in course-based independent study exist for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The master agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than one week for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the County Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student misses three assignments, unless the student's written agreement specifies a lower or higher number of missed assignments based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

Student-Teacher Conferences

Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Teachers are expected to monitor student progress and work closely with each student to determine the amount and type of contact needed for the student to be successful in the program.

Missing appointments with the supervising teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study.

Home-Based Independent Study

The County Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the County Office's classroom instruction.

Program Evaluation

The County Superintendent or designee shall annually report to the County Board the number of

INDEPENDENT STUDY (continued)

County Office students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study.

- (cf. 0500 - Accountability)
- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:

EDUCATION CODE

- 17289 Exemption for facilities
- 41976.2 Independent study programs; adult education funding
- 42238 Revenue limits
- 42238.05 Local control funding formula; average daily attendance
- 44865 Qualifications for home teachers and teachers in special classes and schools
- 46200-46208 Instructional day and year
- 46300-46307.1 Methods of computing average daily attendance
- 47612.5 Independent study in charter schools
- 48204 Residency
- 48206.3 Home or hospital instruction; students with temporary disabilities
- 48220 Classes of children exempted
- 48340 Improvement of pupil attendance
- 48915 Expulsion; particular circumstances
- 48916.1 Educational program requirements for expelled students
- 48917 Suspension of expulsion order
- 49011 Student fees
- 51225.3 Requirements for high school graduation
- 51745-51749.6 Independent study programs
- 52522 Adult education alternative instructional delivery
- 52523 Adult education as supplement to high school curriculum; criteria
- 56026 Individuals with exceptional needs
- 58500-58512 Alternative schools and programs of choice

FAMILY CODE

- 6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

INDEPENDENT STUDY (continued)

11700-11703 Independent study

19819 State audit compliance

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS

Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

INDEPENDENT STUDY

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to:
(Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
(cf. 6143 - Courses of Study)
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
(cf. 5112.3 - Student Leave of Absence)
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
(cf. 0420.4 - Charter School Authorization)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

INDEPENDENT STUDY (continued)

Equivalency

The Yolo County Office of Education's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the County Office's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

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

The County Office shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Provided that experienced certificated staff are available to effectively supervise students in independent study, the Yolo County Superintendent of Schools or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the County Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education
Instruction **AR 6158(c)**

INDEPENDENT STUDY (continued)

Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6184 - Continuation Education)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student

Instruction

AR 6158(d)

INDEPENDENT STUDY (continued)

4. A statement of the County Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

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

9. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The County Office shall offer a course-based independent study program for students in grades K-12 subject to the following requirements: (Education Code 51749.5)

1. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

Instruction

AR 6158(e)

INDEPENDENT STUDY (continued)

(cf. 4112.2 - Certification)

2. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.
3. Students enrolled in these courses shall meet the applicable age requirements established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.
4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and student, including, at a minimum, a grade book or summary document that lists all assignments, examinations, and associated grades for each course.

If satisfactory educational progress is not being made, the teacher shall notify the student and, if the student is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether he/she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(cf. 5125 - Student Records)

5. Examinations shall be administered by a proctor.
 6. Statewide testing results shall be reported and assigned to the school at which the student
- Instruction** **AR 6158(f)**

INDEPENDENT STUDY (continued)

is enrolled and shall be included in the aggregate results of the County Office. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

7. A student shall not be required to enroll in courses included in this program.
8. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

10. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

12. A student shall not be prohibited from participating in independent study solely on the basis that he/she does not have the materials, equipment, or Internet access necessary to participate in the course.

Before enrolling a student in a course within this program, the County Superintendent or designee shall provide the student and, if the student is under age 18 years, his/her parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the County Office's policies and procedures related to this program
 2. The duration of the enrolled course(s) and the number of course credits for each enrolled
- Instruction** **AR 6158(g)**

INDEPENDENT STUDY (continued)

course, consistent with the County Board certifications made pursuant to item #2 above

3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources, including materials and personnel, that will be made available to the student
6. A statement that the student is not required to enroll in courses in this program
7. Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The County Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

Instruction

AR 6158(h)

INDEPENDENT STUDY (continued)

When the student has missed the number of assignments specified in the written agreement as requiring an evaluation, the County Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation.
(Education Code 51747)

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or
Instruction **AR 6158(i)**

INDEPENDENT STUDY (continued)

younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the County Office, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the County Office enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement

The County Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

Records

The County Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to **Instruction** **AR 6158(j)**

INDEPENDENT STUDY (continued)

independent study

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

(cf. 3580 - District Records)

The County Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Policy Adopted: May 28, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Yolo County Governing Board desires that the Yolo County Office of Education instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The County Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the County Office's curriculum to ensure that they effectively support the County Office's adopted courses of study.

(cf. 0440 - District Technology Plan)
(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6163.1 - Library Media Centers)

The County Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core State Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210)

The County Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation. (Education Code 60400)

Review Process

The Yolo County Superintendent of Schools or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the County Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.

(cf. 1220 - Citizen Advisory Committees)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)

(cf. 6020 - Parent Involvement)

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If the County Office chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the County Superintendent or designee shall ensure that a majority of the participants in the County Office's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

(cf. 9270 - Conflict of Interest)

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020 - Parent Rights and Responsibilities)

The County Office may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

The County Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks and other instructional materials. (Education Code 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

The County Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the County Superintendent or designee shall post a notice in three public places within the County Office containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

At the hearing(s), the County Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core State Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects: (Education Code 60119)

1. Mathematics

(cf. 6142.92 - Mathematics Instruction)

2. Science

(cf. 6142.93 - Science Instruction)

3. History-social science

(cf. 6142.94 - History-Social Science Instruction)

4. English language arts, including the English language development component of an adopted program

(cf. 6142.91 - English/Language Arts Instruction)

(cf. 6174 - Education for English Learners)

5. World/foreign language

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

(cf. 6142.2 - World/Foreign Language Instruction)

6. Health

(cf. 6142.8 - Comprehensive Health Education)

The County Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the County Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If the County Board determines that there are insufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school/program in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The County Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the County Office's local control and accountability plan. (Education Code 52060)

(cf. 0460 - Local Control and Accountability Plan)

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Legal Reference:

EDUCATION CODE

- 220 Prohibition against discrimination
 - 1240 County superintendent, general duties
 - 33050-33053 General waiver authority
 - 33126 School accountability report card
 - 35272 Education and athletic materials
 - 44805 Enforcement of course of studies; use of textbooks, rules and regulations
 - 49415 Maximum textbook weight
 - 51501 Nondiscriminatory subject matter
 - 52060-52077 Local control and accountability plan
 - 60000-60005 Instructional materials, legislative intent
 - 60010 Definitions
 - 60040-60052 Instructional requirements and materials
 - 60060-60063.5 Requirements for publishers and manufacturers
 - 60070-60076 Prohibited acts (re instructional materials)
 - 60110-60115 Instructional materials on alcohol and drug education
 - 60119 Public hearing on sufficiency of materials
 - 60200-60210 Elementary school materials
 - 60226 Requirements for publishers and manufacturers
 - 60350-60352 Core reading program instructional materials
 - 60400-60411 High school textbooks
 - 60510-60511 Donation for sale of obsolete instructional materials
 - 60605 State content standards
 - 60605.8 Common Core State Standards
 - 60605.86-60605.88 Supplemental instructional materials aligned with Common Core State Standards
- CODE OF REGULATIONS, TITLE 5
- 9505-9530 Instructional materials

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Instructional Materials FAQ

01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015

Standards for Evaluating Instructional Materials for Social Content, 2013

WEB SITES

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

Association of American Publishers: <http://www.publishers.org>

Instruction

BP/SP 6161.1(f)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

California Academic Content Standards Commission, Common Core State Standards:

<http://www.scoe.net/castandards>

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

Policy Adopted: May 28, 2019

YOLO COUNTY OFFICE OF EDUCATION

Woodland, CA

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Criteria for Selection and Adoption of Instructional Materials

In recommending textbooks or other instructional materials for adoption by the Yolo County Governing Board, the Yolo County Superintendent of Schools or designee shall ensure that such materials:

1. Are aligned to any applicable academic content standards adopted by the State Board of Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8

(cf. 6011 - Academic Standards)

For grades K-8, the County Superintendent or designee shall select instructional materials from among the list of materials adopted by the SBE and/or other materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards. (Education Code 60200, 60210)

(cf. 6161.11 - Supplementary Instructional Materials)

For grades 9-12, the County Superintendent or designee shall review instructional materials in history-social science, mathematics, English/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

2. For grades 9-12, are provided by publishers that comply with the requirements of Education Code 60040-60052, 60060-60062, and 60226 (Education Code 60400)

3. Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)

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

4. To the satisfaction of the County Board, are accurate, objective, current, and suited to the needs and comprehension of Yolo County Office of Education students at their respective grade levels (Education Code 60045)

5. With the exception of literature and trade books, use proper grammar and spelling

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

6. Do not expose students to a commercial brand name, product, or corporate or company logo unless the County Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.

b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

(cf. 1325 - Advertising and Promotion)

7. If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials (Education Code 60052)

8. Meet the requirements of Education Code 60040-60043 for specific subject content

9. Support the County Office's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.91 - English/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

10. Contribute to a comprehensive, balanced curriculum

11. Demonstrate reliable quality of scholarship as evidenced by:

a. Accurate, up-to-date, and well-documented information

b. Objective presentation of diverse viewpoints

c. Clear, concise writing and appropriate vocabulary

d. Thorough treatment of subject matter

Instruction

AR 6161.1 (c)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

12. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
13. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
14. Contribute to the proper articulation of instruction through grade levels
15. As appropriate, have corresponding versions available in languages other than English
16. Include high-quality teacher's guides
17. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics
18. When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any County Office employee who is participating in the evaluation of instructional materials and not otherwise designated in the County Office's conflict of interest code shall sign a disclosure statement indicating that he/she:

1. Shall not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

2. Is not employed by nor receives compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
3. Does not have and will not negotiate a contractual relationship with the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

4. Does not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the County Office.

(cf. 9270 - Conflict of Interest)

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The Yolo County Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with County Office goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6011 - Academic Standards)

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

(cf. 6163.1 - Library Media Centers)

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

(cf. 6142.91 - English/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

Supplementary instructional materials may be selected by the Yolo County Superintendent of Schools or designee, school administrators, or teachers, as applicable, and obtained through donations to the County Office and/or available funding sources designated for these purposes.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS (continued)

(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 4132/4232/4332 - Publication or Creation of Materials)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials. Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

(cf. 6162.6 - Use of Copyrighted Materials)

Supplementary Materials Aligned with Common Core Standards

To prepare County Office students to achieve the Common Core Standards in English language arts and mathematics and the English language development standards, as applicable, the County Board may select supplementary instructional materials from the lists of materials determined by the State Board of Education (SBE) to be aligned with those standards. (Education Code 60605.86-60605.88)

The County Board may approve supplementary instructional materials that are not on the lists approved by the SBE but which are aligned with the Common Core Standards provided that the materials comply with the evaluation criteria established by the SBE and Education Code 60050, 60060-60062, and 60226. The County Board shall select content review experts who possess the qualifications specified in law to review and recommend such supplementary materials. The majority of the content review experts shall be teachers who are credentialed and/or authorized in the subject area they are reviewing and the remainder shall include appropriate persons from postsecondary educational institutions, school and district curriculum administrators, and other persons who are knowledgeable in the subject area. (Education Code 60605.86-60605.88)

Appropriateness of Materials

Whenever a County Office employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, he/she shall preview the material to determine whether, in his/her professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS (continued)

The employee shall confer with the County Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, appropriateness, and relevance of the materials as well as the ages and maturity of the students.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6144 - Controversial Issues)

Legal Reference:

EDUCATION CODE

233.5 Duty regarding instruction in morals, manners, and citizenship
18111 Exclusion of books by governing board
51510 Prohibited study or supplemental materials
51511 Religious matters properly included
51933 Sex education materials
60010 Definitions
60050 Social content review of instructional materials
60060-60062 Requirements of publishers
60200.7 Suspension of state instructional materials adoptions
60226 Learner verification of instructional materials
60400 Adoption of high school instructional materials
60605.8 Common Core Standards
60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards
60811.3 English language development standards

COURT DECISIONS

McCarthy v. Fletcher, (1989) 207 Cal. App. 3d 130
Fowler v. Board of Education of Lincoln County, (1978) 819 F.2d 657

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Standards for Evaluating Instructional Materials for Social Content, 2000

WEB SITES

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

Policy Adopted: May 28, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5. INFORMATION ITEMS

Type:

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5.1. Declaration of Need for Fully Qualified Educators of 2019-20

Type:

Informational

Description:

Margie Valenzuela, Executive Director, Human Resources, will present this item.

Because there are an insufficient number of appropriately credentialed teachers who meet our employment criteria for certain teaching positions, a Declaration of Need must be submitted to the Commission on Teacher Credentialing. This document declares our need to employ individuals who hold or can qualify for emergency credentials. The declaration will be valid for a one-year period through June 30, 2020.

Our estimated need is as follows:

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

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

Recommended Motion:

For Information.

Attachments:

1. Declaration of Need



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

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2019-2020

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

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

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

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

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

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

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

_____ Name _____ Signature _____ Title _____

_____ Fax Number _____ Telephone Number _____ Date _____

_____ Mailing Address _____

_____ EMail Address _____

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

Name of County Yolo _____ County CDS Code 57-105279 _____

Name of State Agency Yolo County Office of Education _____


Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 05/28/19, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2020.

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

Submitted by Superintendent, Director, or Designee:

Garth Lewis		Superintendent
<i>Name</i>	<i>Signature</i>	<i>Title</i>
530-668-3826	530-668-3779	5/15/2019
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
1280 Santa Anita Court, Suite 100, Woodland, CA 95776		
<i>Mailing Address</i>		
garth.lewis@ycoe.org		
<i>EMail Address</i>		

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>10</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>2</u>
List target language(s) for bilingual authorization: <u>Spanish</u>	
Resource Specialist	<u>1</u>
Teacher Librarian Services	<u> </u>

LIMITED ASSIGNMENT PERMITS

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

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

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

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

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

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

- Brandman University University of Phoenix
- National University Yolo Solano Center for Teacher Credentialin
- San Francisco State

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

Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center

5.2. Head Start/Early Head Start Reports

Type:

Informational

Description:

Gail Nadal/Debra Hinely (financial documents reports) 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 Reports - this is a standing report to the Board
- d. Policy Council Meeting Minutes - this is a standing report to the Board
- e. Local Planning Council Childcare (LPC) Meeting Minutes - this is a standing report to the Board

Recommended Motion:

For Information.

Attachments:

- 1. Attendance Report April 2019
- 2. May 2019 Board Report
- 3. Financial Reports April
- 4. April 29 PC Agenda
- 5. April 19 PC Minutes
- 6. LPC Meeting Agenda February 2019
- 7. LPC February 2019 Minutes
- 8. LPC Meeting Agenda March 2019
- 9. LPC Minutes March 2019

10. LPC Agenda April 2019

11. LPC Legislative Tracking Roster April 2019



Head Start / Early Head Start



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

EARLY HEAD START

Date: Monday , May 13 , 2019				Report Outcomes for the month of April 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)	89.77%	4	4
					93.18%	4	4
					97.73%	4	4
3	EHS/State EHS/State	Alyce Norman	6 wk. – 36 mos.	C7(2)	88.64%	3	3
					88.64%	4	4
					80.68%	4	4
					84.09%	4	4
					96.97%	4	4
					89.77%	4	4
					90.91%	4	4
4	EHS/State	Valley Oak	24-36 mos.	C2(0)	84.09%	12	12
					86.36%		
					95.45%		
	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C13(3)	N/A	37	37
SUB TOTAL				C28(5)	89.71%	88	88

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C8(0)	95.17%	16	16
2					88.24%	16	16
3					90.91%	20	20
4					93.31%	16	16
5	State ONLY	Alyce Norman	3 – 5	C0(0)	83.24%	16	16
1	HS/State	Charter	3 – 5	C4(0)	88.47%	20	20
2					94.71%	20	20
1	HS/State	Esparto	3 - 5	C0(0)	88.20%	20	20
2					93.01%	16	16
2	HS/State	Lincoln	3 – 5	C12(16)	92.65%	20	20
4					94.71%	20	20
6					93.38%	16	16
1	HS/State	Plainfield	3 – 5	C0(3)	93.01%	16	16
1	HS/State	Sci- Tech	3 – 5	C0(0)	94.12%	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)	99.4%	19	19
1	HS/State	Wolfskill	3 - 5	C1(0)	88.13%	16	16
SUB TOTAL				C35(19)	91.92%	283	283
TOTAL				C63(24)	90.82%	371	371

CONSECUTIVE ABSENCES (4 OR MORE DAYS)

SITE NAME	NUMBER OF ABSENCES	REASON	FOLLOW-UP NEEDED (Y/N)	FOLLOW-UP NEEDED DURING MONTHLY MONITORING (Y/N)
ALYCE NORMAN -PS	6	Sick, Vacation, Emergency	Y	Y
ALYCE NORMAN-EHS	6	Sick, Vacation, Emergency	Y	Y
CHARTER	2	Sick, Vacation, Emergency	Y	Y
ESPARTO 1 & 2	3	Sick, Vacation, Emergency	Y	Y
KNIGHTS LANDING	0	NA	NA	NA
LEMEN	1	Sick, Vacation, Emergency	Y	Y
LINCOLN	3	Sick, Vacation, Emergency	Y	Y
PLAINFIELD	0	NA	NA	NA
VALLEY OAK-PS	0	NA	NA	NA
VALLEY OAK-EHS	2	Sick, Vacation, Emergency	Y	Y
WOLFSKILL	1	Sick, Vacation, Emergency	Y	Y
TOTAL	24			



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

May 2019

Director's Report

PROGRAM UPDATE

1. We are working on the changes that need to take place for the transitions of classrooms and closures for YCOE Head Start with Community Care Licensing. We have a drop dead date of July 30th to accomplish these changes. We have a positive working relationship with CCL and see the support from their administration is helping YCOE with these transition. At this time, we do not have an assigned LPA to our programs. Alyce Norman in West Sacramento will be our new hub location.
2. Boxes have been delivered to classrooms that are moving to new locations and some of the cupboards are being emptied for the planned designated moves starting in June.
3. We held a mid-year Policy Council Orientation and training this month. It was a small group but the parents had many questions and felt that the dedicated time to attend was valuable. These parents will join our other Policy Council members at the May meeting on May 24th.

TRAINING AND TECHNICAL ASSISTANCE:

This Friday, May 10th is our End of Year Training where all employees of Head Start will come together to reflect on the year and talk about things that worked and some challenges. We will have guest speaker, Lynn Arner, speaking about Strengthen the five Protective Factors and embracing the "Be the One" campaign in recognizing that our children need us to "Be the One" to help, support and understand our at risk children and families that are a part of our Head start program. It has been a good year and we have had many successes.

We thank the YCOE Board of Education for the recognition of Program of the Year. It is with pride and honor that we graciously accept the recognition. Our staff work hard each and every day. Thank you.

PLANNING

Please join the Yolo County Child Care Planning Council for their upcoming event entitled, “Be the One” Summit and hear from Anna Sutton, Yolo County Maternal, Child & Adolescent Health Director regarding how our children are doing in Yolo County and how we can help to have all kids thriving. Anna will share the most recent indicators of health and well-being in Yolo County. The event is planned for Thursday, May 30th from 9:00 – 12:00 in the YCOE Conference Center. Join us for this very informative event.

**Yolo County Child Care Planning Council
& the Yolo County Office of Education present:**



MAY 30, 2019 - 9AM - NOON PARTNERSHIPS TO SUPPORT OUR KIDS

How are kids in Yolo County doing? What can we do to help ALL kids thrive?

Hear from Anna Sutton, Yolo County Maternal, Child & Adolescent Health Director, who will share the most recent indicators of health and well-being for mothers, children and adolescents in Yolo County.

Take a deeper dive to explore root causes and identify collaborations between the public health and education communities to address the areas of highest concern and ensure a continuum of support.

REGISTER HERE: <http://bit.ly/betheonepd53019>



**Between 2007-2017
the percentage of
students eligible for
free or reduced lunch
went from 33% to 52%!**

**86% of school aged
children have unmet
care needs: Who will
be the one for these
children?**

**1400 children need
care in Yolo County**

**What are the key gaps
in services & supports
to our families?**

WHERE:

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

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	\$ 113,205.93	\$	1,097,237.65
Benefits/Beneficios	\$ 40,906.48	\$	403,366.34
Supplies/Provisiones	\$ 6,074.72	\$	44,851.37
<i>Parent Activities/Actividades de los padres</i>	\$ 1,134.36	\$	2,388.46
Site Supplies/Articulos de oficina para el centro	\$ 4,940.36	\$	42,462.91
Contracted Services/Servicios Contratados	\$ 23,128.33	\$	146,308.30
Operations/Gastos de Operacion	\$ 29,284.87	\$	295,191.76
Building/Land Improvements	\$ -	\$	20,998.31
Indirect Costs/Castos Indirectos	\$ -	\$	147,882.40
Cafeteria Fund/transferecia al fondo del café	\$ 8,423.82	\$	31,525.26
Total Expenditures/Total de Gastos	\$ 221,056.89	\$	2,187,361.39

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	\$ 39,102.66	\$	421,330.17
Benefits/Beneficios	\$ 14,649.28	\$	152,253.60
Supplies/Provisiones	\$ 2,885.46	\$	19,874.48
<i>Parent Activities/Actividades de los padres</i>	\$ 244.55	\$	638.74
Site Supplies/Articulos de oficina para el centro	\$ 2,640.91	\$	19,235.74
Contracted Services/Servicios Contratados	\$ 6,212.41	\$	103,083.59
Operations/Gastos de Operacion	\$ 4,896.46	\$	58,520.70
Building/Land Improvements	\$ -	\$	58,531.57
Indirect Costs/Castos Indirectos	\$ -	\$	58,531.57
Cafeteria Fund/transferecia al fondo del café	\$ 3,610.22	\$	15,783.14
Total Expenditures/Total de Gastos	\$ 71,356.49	\$	829,377.25

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	\$ -	\$	5,573.15
Operations/Gastos de Operacion	\$ 941.20	\$	7,750.43
Indirect Costs/Castos Indirectos	\$ -	\$	1,275.05
Total Expenditures/Total de Gastos	\$ 941.20	\$	15,897.02

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	\$ -	\$	905.06
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	97.86
Site Supplies/Articulos de oficina para el centro	\$ -	\$	807.20
Contracted Services/Servicios Contratados	\$ -	\$	5,561.14
Operations/Gastos de Operacion	\$ 838.80	\$	5,699.32
Indirect Costs/Castos Indirectos	\$ -	\$	1,250.88
Total Expenditures/Total de Gastos	\$ 838.80	\$	15,511.13

CACFP Meal Reimbursement: March 2019				Credit Cards		Monthly	
Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount			Expense		
Breakfast	1551	2776.29	\$ 273.60	Visa	\$	5,013.14	
AM Snacks	\$ -	\$ -	\$ -	Wal-Mart	\$	2,829.17	
Lunch	1679	5,952.06	\$ 296.18	Nugget/Food 4 Less	\$	933.24	
PM Snacks	1391	1,265.81	\$ -	Interstate Oil	\$	394.67	
Total Reimbursement	\$	10,563.94	\$	Total Credit Cards	\$	9,170.22	

Calculation of In-Kind Contributions			Administrative Percent Calculation	
	Dollars Expended Year-To-Date	In-Kind Required		
Head Start:	\$ 2,187,361.39	\$ 546,840.35	Maximum Percent Allowed	15%
HS T & TA	\$ 15,897.02	\$ 3,974.26	Calculated Percent for the Month	13%
Early HS	\$ 829,377.25	\$ 207,344.31	Annual Percentage	12%
EHS T & TA	\$ 15,511.13	\$ 3,877.78		
Total	\$ 3,048,146.79	\$ 762,036.70		
Amount Required:	\$	762,036.70		
Actual In-Kind:	\$	817,495.97		
*Surplus/(Deficit):	\$	55,459.27		
If deficit: will be returned to Federal Government from unrestricted dollars				

**Executive Summary
2018/2019 Fiscal Year
April 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	\$ 221,057	\$ 2,187,361	\$ 400,636	\$ 284,374	76.15%	13.95%	9.90%
Early Head Start	\$ 1,095,842	\$ 71,356	\$ 829,377	\$ 139,443	\$ 127,022	75.68%	12.72%	11.59%
Head Start T&TA	\$ 34,554	\$ 941	\$ 15,897	\$ 10,875	\$ 7,782	46.01%	31.47%	22.52%
Early Head Start T&TA	\$ 25,983	\$ 839	\$ 15,511	\$ 9,522	\$ 950	59.70%	36.65%	3.66%
Total Grant	\$ 4,028,750	\$ 294,193	\$ 3,048,147	\$ 560,476	\$ 420,127	75.66%	13.91%	10.43%

Credit Cards	Monthly Expense
Visa	\$ 5,013.14
Wal-Mart	\$ 2,829.17
Nugget/Food 4 Less	\$ 933.24
Interstate Oil	\$ 394.67
Total Credit Card Expense	\$ 9,170.22

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:	\$ 2,187,361.39	\$ 546,840.35
Head Start T & TA:	\$ 15,897.02	\$ 3,974.26
Early Head Start:	\$ 829,377.25	\$ 207,344.31
Early Head Start T & TA:	\$ 15,511.13	\$ 3,877.78
Total	\$ 3,048,146.79	\$ 762,036.70
	Amount Required:	\$ 762,036.70
	Actual In-Kind:	\$ 817,495.97
	*Surplus/(Deficit):	\$ 55,459.27
If deficit: will be returned to Federal Government from unrestricted dollars		

CACFP Meal Reimbursement: March 2019			
	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast	1551	2776.29	\$ 273.60
AM Snacks		\$ -	\$ -
Lunch	1679	\$ 5,952.06	\$ 296.18
PM Snacks	1391	\$ 1,265.81	\$ -
	Total Reimbursement		\$ 10,563.94

**EARLY HEAD START
2018/2019
April**

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	698,725	0	369,347	34.58%	
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	698,725	0	397,117	36.24%	
Expenditures									
Salaries	594,675	(85,172)	509,503	39,103	421,330	76,176	11,997	2.35%	
Benefits	243,273	(50,667)	192,606	14,649	152,254	29,127	11,225	5.83%	
Supplies	29,945	14,982	44,927	2,885	19,874	17,842	7,211	16.05%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	2,207	245	639	1,872	(303)	-13.75%	
<i>Site Supplies</i>	29,945	12,775	42,720	2,641	19,236	15,970	7,514	17.59%	
Travel & Conference	9,646	3,164	12,810	669	10,394	0	2,416	18.86%	
Dues & Memberships	590	63	653	0	628	0	26	3.91%	
Insurance	4,200	322	4,522	0	4,522	0	(0)	-0.01%	
Operations and Housekeeping						25	(25)		
Rentals, Leases, Repairs & Noncapitalized									
Improvements	2,300	(656)	1,644	69	658	759	227	13.79%	
Direct Costs for Transfer of Services	68,313	800	69,113	4,158	42,293		26,820	38.81%	
Professional/Contracted Services & Operating									
Expenditures	36,875	119,148	156,023	6,212	103,084	15,514	37,426	0.00%	
Intergovernmental Fees	0	76	76	0	25	0	51		
Indirect Costs	93,426	(1,834)	91,592	0	58,532		33,060	36.10%	
Tsfer to Cafe Fund	12,599	8,900	21,499	3,610	15,783		5,716	26.59%	
Total Expenditures	1,095,842	0	1,095,842	71,356	829,377	139,443	136,148	12.42%	

**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	698,725	0	369,347	34.58%
		0		0				0	#DIV/0!
		27,770		27,770		0		27,770	
	Total de Ingresos	1,095,842	0	1,095,842	0	698,725	0	397,117	36.24%
Gastos:									
	Salarios	594,675	(85,172)	509,503	39,103	421,330	76,176	11,997	2.35%
	Beneficios	243,273	(50,667)	192,606	14,649	152,254	29,127	11,225	5.83%
	Provisiones	29,945	14,982	44,927	2,885	19,874	17,842	7,211	16.05%
	Artículos para las actividades de los padres y comida para las juntas	0	2,207	2,207	245	639	1,872	(303)	-13.75%
	Artículos de oficina para el centro	29,945	12,775	42,720	2,641	19,236	15,970	7,514	17.59%
	Viaje y Conferencia	9,646	3,164	12,810	669	10,394	0	2,416	18.86%
	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	(656)	1,644	69	658	759	227	
	Costos Directos para Transferencias de Servicios	68,313	800	69,113	4,158	42,293	0	26,820	38.81%
	Servicios Profesionales/Contratados y Gastos de	36,875	119,148	156,023	6,212	103,084	15,514	37,426	23.99%
	Cuotas Intergubernamentales	0	76	76	0	25	0	51	66.89%
	Gastos Indirectos	93,426	(1,834)	91,592	0	58,532	0	33,060	36.10%
	transferencia al fondo del café	12,599	8,900	21,499	3,610	15,783	0	5,716	26.59%
			(9,126)	(9,126)					
	Total de Gastos	1,095,842	0	1,095,842	71,356	829,377	139,418	136,173	12.43%

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

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			% %
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	33,692	0	33,692	0	14,955	0	18,737	55.61%
COLA	862		862				862	
Total Revenues	34,554	0	34,554	0	14,955	0	19,599	56.72%
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	10,000	(4,590)	-72.63%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,400	268	1,668	0	294	71	1,304	78.16%
<i>Site Supplies</i>	5,009	(357)	4,652	0	617	0	4,035	86.75%
Travel & Conference	10,181	601	10,782	941	7,750	0	3,032	28.12%
Contracted Services	15,019	(900)	14,119	0	5,573	875	7,671	54.33%
Indirect Costs	2,945	0	2,945	0	1,275	0	1,670	56.70%
Total Expenditures	34,554	0	34,554	941	15,897	10,875	7,782	22.52%

**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	14,955	0	18,737	55.61%
COLA		862		862				862	
Total de Ingresos		34,554	0	34,554	0	14,955	0	19,599	56.72%
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	10,000	(4,590)	-72.63%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		1,400	268	1,668	0	294	71	1,304	78.16%
<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	941	7,750	0	3,032	
Servicios Contratados		15,019	(900)	14,119	0	5,573	875	7,671	54.33%
Gastos Indirectos		2,945	0	2,945	0	1,275	0	1,670	0.00%
Total de Gastos		34,554	0	34,554	941	15,897	10,875	7,782	22.52%

**HEAD START
2018/2019 BUDGET
April**

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	1,778,228		1,021,354	36.48%	
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	1,778,228	0	1,094,143	38.09%	
Expenditures:									
Salaries	1,363,462	(26,477)	1,336,985	113,206	1,097,238	223,661	16,086	1.20%	
Benefits	628,908	(107,725)	521,183	40,906	403,366	88,603	29,214	5.61%	
Supplies	58,139	23,385	81,524	6,075	44,851	33,278	3,395	4.16%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	7,696	(1,819)	5,877	1,134	2,388	2,744	745	12.68%	
<i>Site Supplies</i>	50,443	25,204	75,647	4,940	42,463	30,534	2,650	3.50%	
Travel & Conference	20,358	933	21,291	3,079	20,696	0	595	2.79%	
Dues & Memberships	1,933	(50)	1,883	0	1,883	0	1	0.03%	
Insurance	13,500	68	13,568	0	13,567	0	1	0.00%	
Operations & Housekeeping		580	580	33	164	72	344	59.34%	
Rentals, Leases, Repairs & Noncapitalized									
Improvements	8,900	(3,516)	5,384	386	3,173	708	1,503	27.92%	
Direct Costs for Transfer of Services	387,552	3,015	390,567	25,050	252,823		137,744	35.27%	
Professional/Contracted Services & Operating									
Expenditures	67,912	146,376	214,288	23,128	146,308	53,544	14,436	6.74%	
Intergovernmental Fees	3,608	1,088	4,696	770	2,886	770	1,040	22.15%	
Land Improvements	0	20,999	20,999	0	20,998	0	1	0.00%	
Indirect Costs	267,705	(28,309)	239,396	0	147,882		91,514	38.23%	
Tsfer to Cafe Fund	50,394	(7,047)	43,347	8,424	31,525		11,822	27.27%	
Total Expenditures	2,872,371	0	2,872,371	221,057	2,187,361	400,636	307,694	10.71%	

**PROGRAMA HEAD START
PRESUPUESTO 2018/2019**

Recurso 5210										
	CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	%	
Ingresos:										
	Todos los otros Federales	2,799,582	0	2,799,582	0	1,778,228		1,021,354	36.48%	
		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	1,778,228	0	1,094,143		
Gastos:										
	Salarios	1,363,462	(26,477)	1,336,985	113,206	1,097,238	223,661	16,086	1.20%	
	Beneficios	628,908	(107,725)	521,183	40,906	403,366	88,603	29,214	5.61%	
	Provisiones	58,139	23,385	81,524	6,075	44,851	33,278	3,395	4.16%	
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	7,696	(1,819)	5,877	1,134	2,388	2,744	745	0.00%	
	<i>Artículos de oficina para el centro</i>	50,443	25,204	75,647	4,940	42,463	30,534	2,650	3.50%	
	Viaje y Conferencia	20,358	933	21,291	3,079	20,696	0	595	2.79%	
	Cuotas y Membresías	1,933	(50)	1,883	0	1,883	0	1	0.03%	
	Seguro	13,500	68	13,568	0	13,567	0	1	0.00%	
			580	580	33	164	72	344	59.34%	
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	8,900	(3,516)	5,384	0	386	3,173	708	1,503	27.92%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	387,552	3,015	390,567	25,050	252,823	0	137,744	35.27%	
	Cuotas Intergubernamentales	67,912	146,376	214,288	23,128	146,308	53,544	14,436	6.74%	
	Mejoras a los Terrenos	3,608	1,088	4,696	770	2,886	770	1,040	22.15%	
	Gastos Indirectos	0	20,999	20,999	0	20,998	0	1	0.00%	
	transferencia al fondo del café	267,705	(28,309)	239,396	0	147,882	0	91,514	38.23%	
		50,394	(7,047)	43,347	8,424	31,525	0	11,822	27.27%	
	Total de Gastos	2,872,371	0	2,872,371	221,057	2,187,361	400,636	307,694	10.71%	

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

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	25,983	0	25,983	0	14,672	0	11,311	43.53%	
Total Revenues	25,983	0	25,983	0	14,672	0	11,311	43.53%	
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	0	905	8,647	(4,610)	-93.28%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	4,000	(2,831)	1,169	0	98	71	1,000	85.58%	
<i>Site Supplies</i>	2,025	1,748	3,773	0	807	0	2,966	78.61%	
Travel & Conference	10,568	(274)	10,294	839	5,699	0	4,595	44.63%	
Contracted Services	7,175	(738)	6,437	0	5,561	875	1	0.01%	
Indirect Costs	2,215	0	2,215	0	1,251	0	964	43.53%	
			0						
Total Expenditures	25,983	0	25,983	839	15,511	9,522	950	3.66%	

**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	0	14,672	0	11,311	43.53%
Total de Ingresos		25,983	0	25,983	0	14,672	0	11,311	
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	0	905	8,647	(4,610)	-93.28%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		4,000	(2,831)	1,169	0	98	71	1,000	85.58%
<i>Artículos de oficina para el centro</i>		2,025	1,748	3,773	0	807	0	2,966	78.61%
Viaje y Conferencia		10,568	(274)	10,294	839	5,699	0	4,595	44.63%
Servicios Contratados		7,175	(738)	6,437	0	5,561	875	1	0.01%
Gastos Indirectos		2,215	0	2,215	0	1,251	0	964	43.53%
Total de Gastos		25,983	0	25,983	839	15,511	9,522	950	3.66%

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

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ 4,884.88
TOTAL	\$ 4,884.88
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ 52.26
TOTAL	\$ 52.26
Amee Dowkes	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Gustavo Melgoza	
Travel/Conference	\$ 76.00
Center Supplies	\$ -
TOTAL	\$ 76.00
Maria Luna	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
VISA Grand Total	\$ 5,013.14 ****
Nugget/Food4Less	\$ 933.24
InterState Oil	\$ 394.67
Wal Mart	\$ 2,829.17
TOTAL MONTHLY EXPENDITURES:	\$ 9,170.22

**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	\$	4,884.88
	\$	<u>4,884.88</u>

Genet Telahun

Viaje/Conferencia	\$	-
Artículos para el centro	\$	52.26
Total	\$	<u>52.26</u>

Amee Dowkes

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

Gustavo Melgoza

Viaje/Conferencia	\$	76.00
Artículos para oficina	\$	-
Total	\$	<u>76.00</u>

VISA Grand Total \$ 5,013.14

NUGGET/FOOD 4 LESS	\$	933.24
INTERSTATE OIL	\$	394.67
Wal Mart	\$	2,829.17

Total de Gastos Mensuales: \$ 9,170.22 ***

***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		\$ 6,743.14	\$ 2,631.30		\$ 1,217.71	\$ 2,841.41	\$ 10,883.78	\$ 713.90	\$ 1,752.54	\$ 26,783.78
February	2019	\$ 284.89	\$ 7,840.21	\$ 1,759.91	\$ 4,176.88	\$ 952.64	\$ 2,890.09	\$ 9,833.52	\$ 4,246.17	\$ 435.60	\$ 32,419.91
March	2019	\$ 130,855.39									\$ 130,855.39
April	2019										\$ -
May	2019										\$ -
June	2018										\$ -
		\$ 618,589.55	\$ 48,603.53	\$ 19,087.53	\$ 16,831.03	\$ 8,378.11	\$ 21,122.83	\$ 56,274.83	\$ 21,967.32	\$ 6,641.24	\$ 817,495.97

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of April 30, 2019	In-Kind Required
Head Start:	2,187,361.39	546,840.35
Head Start T & TA:	15,897.02	3,974.26
Early Head Start:	829,377.25	207,344.31
Early Head Start T & TA:	15,511.13	3,877.78
Total:	3,048,146.79	762,036.70

Amount Required: 762,036.70
Actual In-Kind: 817,495.97

*Surplus/(Deficit): 55,459.27

Surplus(Deficit): 55,459.27

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

Notice of Public Meeting

**YOLO COUNTY OFFICE OF EDUCATION
HEAD START/EARLY HEAD START/STATE FUNDED PROGRAMS
POLICY COUNCIL MEETING AGENDA
April 19, 2019 from 10:30 a.m. to 12:30 p.m.
626 West Lincoln Avenue Woodland, CA 95695**

- 1.0 Call to Order
- 2.0 Introductions/Recognition of Visitors
- 3.0 Consent Agenda:

These items are expected to be routine and non-controversial. They will be acted upon by the Policy Council at one time without discussion unless a Policy Council member 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.

Action

- 3.1 Approve April 16, 2019 Agenda
- 3.2 Approve March 25, 2019 Minutes
- 3.3 Approve March 22, 2019 Minutes

Action

- 4.0 Public Comment:

This item is placed on the agenda for the purpose of providing visitors the opportunity to address the Policy Council on any item(s) of business that does not appear on the formal agenda. You may request recognition by completing the form provided at the door.

Visitors may also request recognition from the chairperson, to address the Policy Council concerning an item on the agenda by completing the form provided at the door.

The Policy Council reserves the right to establish a time limit on these discussions, or to refer them to the next regular meeting for further deliberation.

**Discussion &
Possible Action**

- 5.0 Adjourn to Closed Session:

- 5.1 Employment of New Hires – Margie Valenzuela
- 5.2 Employments of Substitutes – Margie Valenzuela
- 5.3 Employment of Various Service Providers – Margie Valenzuela

In compliance with the Brown Act regulations, this agenda must be posted at least 48 hours prior to the meeting at the following locations: 1280 Santa Anita Court, Suite 140, Woodland, CA 95776-6106; 626 W. Lincoln Avenue, Woodland, CA 95695; 1230 ½ Lemen Avenue, Woodland, CA 95776; 26479 Grafton Street, Esparto, CA 95627; 17120 Omega St. Esparto, CA 95627; 20450 Co Rd. 97 Woodland, CA 95695; 200 Baker St. Winters, CA 95616; 1200 Anna Street, West Sacramento, CA 95605; 1400 E. 8th Street Room 6, Davis, CA 95616; and 1504 Fallbrook Street, West Sacramento, CA 95691

- Possible Action** 6.0 **Open Session:**
- 6.1 **Old Business:**
- 6.2 **New Business:**
- 6.2.1 **Select Criteria – Genet Telahun**
- Information & Discussion** 7.0 **Financial Report/Finance Committee – YCOE Fiscal Staff**
- Information** 8.0 **Program Operations: Service Area Reports – (10-15 minutes)**
- 8.1 Program Design & Management/Director Report for HS/Early HS and State
Preschool – *Gail Nadal*
- 8.2 Program Operations- *Genet Telahun*
- 8.3 Family Support Services – *Nicole Castrejon*
- 8.4 Child Health Services – *Gustavo Melgoza*
- 8.5 Education Services/Special Services – *Amee Dowkes*
- 8.6 Nutrition Services – *Stephanie Gray*
- 8.7 Site Coordinator/Home Base Services – *Connie Luna*
- 8.8 Site Coordinator – *Cambria Rivas*
- 8.9 Site Coordinator – *Jacqueline Tam*
- 8.10 Site Coordinator- *Sandra Hernandez*
- Information** 9.0 **Program Reports**
- 9.1 Community Update – *Community Members*
- 9.2 Lincoln Center – *EHS & HS Programs*
- 9.3 Lemen Center – *EHS Program*
- 9.4 Esparto Center – *HS Programs*
- 9.5 Home Base – *EHS & HS Programs*
- 9.6 Alyce Norman – *EHS & HS Programs*
- 9.7 Charter – *HS Program*
- 9.8 Valley Oak – *HS & EHS Programs*
- 9.9 Plainfield – *HS Program*
- 9.10 Knights Landing – *HS Program*
- 9.11 Winters – *HS Program*
- 11.0 **Confirmation Next Meeting Date**
Regular Meeting- Friday, May 24, 2019 at 10:30 a.m. – 12:30 p.m.
- Action** 12.0 **Motion for Adjournment**
- The meeting shall be conducted in conformity with the Brown Act.
Items may be taken out of order.*

Notice:

If requested, this agenda can be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 and the Federal Rules and Regulations adopted in implementation thereof. Persons seeking an alternative format should contact Vanessa Quintana (530) 668-3030 for further information. In addition, a

person with a disability who requires a modification or accommodation, including auxiliary aids or services, in order to participate in a public meeting should telephone or otherwise contact Vanessa Quintana as soon as possible and preferably at least 24 hours prior to the meeting. (Government Code § 54954.2)

**Yolo County Office of Education Head Start/Early Head Start Programs
1280 Santa Anita Court, Suite 140, Woodland, CA 95776
(530) 668-3030 / (530) 668-5172 [fax]**

**HEAD START/EARLY HEAD START
POLICY COUNCIL MEETING MINUTES
April 19, 2019
626 West Lincoln Avenue, Woodland CA 95695**

Council Members Present:

*Ines Vazquez
Elaine Garcia
Rose Castro
Karina Gonzalez
Mayra Flores
Luisa Santizo*

YCOE Administration:

*Garth Lewis, Superintendent
Margie Valenzuela, HR Executive Director
Ronda DaRosa, Ed. D. Deputy Superintendent*

Community Members Present:

Nancy Mack

Staff:

*Gail Nadal, ECE Director
Marco Raya, Interpreter
Vanessa Quintana, Secretary
Nicole Castrejon, Family Support Service Manager
Connie Luna-Garcia, Site Coordinator
Stephanie Gray, Nutrition & Wellness Coordinator
Patti Robles, HR Analyst
Axel Kondoh, IBS Accountant*

AFSCME Council 57:

1. **Call to Order:** The meeting was called to order by **Inez Vazquez** at 1040 a.m.
2. **Introductions/Recognition of Visitors:** Policy Council members introduced themselves.
3. **Consent Agenda:**
 - 3.1 Approval of April 19, 2019 Agenda **M1: Nancy Mack, M2: Mayra Flores**
 - 3.2 Approval of March 25, 2019 Minutes **M1: Luisa Santizo, M2: Elaine Garcia**
 - 3.3 Approval of March 22, 2019 Minutes **M1: Luisa Santizo, M2: Elaine Garcia**
4. **Public Comment:** *None*
5. **Adjourn to Closed Session:**
 - 5.1 Employment of New Hires – *Margie Valenzuela* – **M1: Nancy Mack, M2: Luisa Santizo**
 - 5.2 Employment of Substitutes – *Margie Valenzuela*- **M1: Karina Gonzalez, M2: Mayra Flores**
 - 5.3 Employment of Variable Service Providers – *Margie Valenzuela* – **None**

6. Open Session:

6.1 Old Business:

6.2 New Business:

6.2.1 Approval of Select Criteria – Genet Telahun
M1: Luisa Santizo, M2: Nancy Mack

7. **Financial Report/Finance Committee:** *YCOE Fiscal Staff*

Axel Kondoh reported on the **March 2019** Financial report. The amount of the budget spent this year is **68.36 %** and **19.14%** is in the encumbered category, **12.51%** is not obligated or has not been spent at this time. The amount spent for the month in credit card accounts was **\$5,959.87** The administrative percentage is at **15%**. There is an in-kind surplus of **(\$9,835.44)**.

8. **Program Operation:** (10-15 minutes)

8.1 Service Area Reports- *Gail Nadal*

Gail reported the grant application for the 2019-2020 year was submitted on time and a portion has been approved. The approved portion of the application was the Knights Landing closure and the slot reduction. A policy council orientation will be held on May 1st. There are a few new members that need the training. Last week there was a notice from Community Care Licensing of a Type A violation. This incident involved a substitute from Child Care Careers, at the Alyce Norman site. Type A violation indicates a child's rights has been violated. There was an investigation and action was taken. There will be a notification letter sent out to the parents.

8.2 Program Operations- *Genet Telahun*

Gail reported for Genet Telahun. Gail reported that Head Start/Early Head Start is fully enrolled. The Superintendent and the Board Trustee's will be conducting visits to all sites annually. A planning meeting was held last week to plan for the upcoming site changes and relocation during the month of June. A schedule has been developed, staff notified and materials will be sent out to sites for moving.

8.3 Family Support Services- *Nicole Castrejon*

No Report.

8.4 Child Health Services- *Gustavo Melgoza*

Stephanie Gray reported that the Health Services team is working on referrals with concerns and met with parents to create a health care plan. Gustavo has met with school districts regarding Nutrition/Meal Service plans, and safety concerns. The team is focusing on submitting purchase order requests for health and safety supplies.

8.5 Education Services/Special Services- *Amee Dowkes*

Gail Nadal reported for Amee Dowkes. She reported that Amee has been attending trainings provided by Region 9. Amee also recently attended a coaching symposium which gave her great ideas to support and improve the teacher's skills and knowledge. This will build a better relationship between the Education team and teacher's. The annual Sports day event was a great success and the education team is working on the annual Farm Day scheduled for May 3rd in Woodland.

8.6 Nutrition Services- *Stephanie Gray*

Stephanie reported that she is working with the nutrition services for the districts on providing more support and addressing parents' concerns. She is also working on closing referrals for the 18-19 school year. Stephanie also provided much needed support to Jackie at Alyce Norman site for the annual Sports Day event.

8.7 Site Coordinator- *Connie Luna*

On April 1-2nd 2019 Connie Luna and EHS teacher's Allyson, Cecilia, Huong, Laura and Oksana attended a training on CSEFEL - Social Emotional Development at the San Joaquin County Office of Education. This training provided the team with great information on transitions and challenging behaviors. Connie is also working on EHS staff evaluations, parent meetings for home base and center base programs with the topic on librarian resources and parent elections for Policy Council representation. Connie is continuing to focus on recruitment of families interested in the EHS program.

8.8 Site Coordinator- *Jacqueline Tam*

Connie Luna reported for Jackie Tam. She reported that on April 6th PITC Training, part of the AB212 professional development program, was held at Alyce Norman. On April 16th CPIN Social Emotional training was attended by Dana Dove and Hafiza Sofizada at the Sacramento County of Education. Events were also held on April 9th for parent meeting at Alyce Norman, April 11th was Sports Day at Charter, April 12th Sports Day for Alyce Norman and April 30th was parent meeting at Charter. Jackie is focused on Kindergarten transitioning, child observations, and spring DRDP's for both sites.

8.9 Site Coordinator- *Sandra Hernandez*

Connie Luna reported for Sandra Hernandez. She reported that Sandra held one on one meetings with teachers on March 29th and April 2nd. Sports day at Lincoln was on April 5th, Knights Landing on April 8th and Plainfield was on April 9th. Parent meetings were held on April 4th for Knights Landing, April 10th for Plainfield and Lincoln. Sandra's focus areas are teacher's evaluations, parent conferences and the annual Farm Connection day on May3rd.

9. Program Reports:

9.1 Community Update- No Report

9.2 Lincoln Center- No Report

9.3 Lemen Center- No Report

9.4 Esparto Center- No Report

9.5 Home Base Center- No Report

9.6 Alyce Norman Center- No Report

9.7 Charter Center- No Report

9.8 Valley Oak Center- No Report

9.9 Plainfield Center- No Report

9.10 Knights Landing – No Report

9.11 Winters – No Report

10. Confirm Continuation Meeting Date –

Regular Policy Council Meeting May 24, 2019 10:30 a.m. – 12:30 p.m.

Policy Council Training – May 1, 2019 9 a.m. – 11 a.m.

M1: Luisa Santizo, M2: Elaine Garcia

11. Motion for Adjournment – The meeting adjourned at 12 p.m.

Notice of Public Meeting
YOLO COUNTY CHILD CARE PLANNING COUNCIL
Tuesday, February 26, 2019 9:00 AM-11:30 AM
Woodland Adult Education
575 Hays Street
Woodland, CA 95695
"If you believe it will work out, you'll see opportunities. If you believe it won't, you will see obstacles." Wayne Dyer

*The mission of the Yolo County Child Care Planning Council is to promote the professional growth of the child care workforce and to support the development of quality child care programs. **The meeting shall be conducted in conformity with the Brown Act***
Items may be taken out of order

Item	Title of Item	Who	Description	Time	Notes
1.	Call to Order and Introductions	Shannon McClarin	Introduction of Members and Guests	5 min	
2.	Public Comment	Public	Information	10 min	
3.	Consent Agenda	Shannon McClarin	Approve	5 min	Approve Minutes from January 22, 2019 meeting
4.	Educate and Outreach: Elevator Speech	Kim Relph-Smith	Collaboration	15 min	
5.	Legislative Update	Tico Zendejas	Report	15 min	
7.	Workgroup Updates	Workgroup Chairpersons	Information and Collaboration	20 min	
8.	Child Development Conference	Ann Panzica	Information and Collaboration	10 min	
9.	QRIS and Impact	Justine Jimenez	Information	10 min	
10.	CAPP	Ann Panzica	Report	10 min	
11.	Yolo Foster Care Bridge Program	Kerrie Covert Rosa Gregorio	Information	10 min	
12.	Workgroups	All	Collaboration	30 min	

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Gail Nadal, Coordinator
Yolo County Child Care Planning Council
Yolo County Office of Education
1280 Santa Anita Court, Suite 140; Woodland, CA 95776
(530) 668-3773/ (530) 668-3840 [fax]

Gail.nadal@ycoe.org

I declare under penalty of perjury that the foregoing agenda was posted by February 22, 2019 on the bulletin board at the east entrance of the Erwin Meier Administration Center, 625 Court Street, Woodland, CA

By: _____

YOLO COUNTY CHILD CARE PLANNING COUNCIL

Minutes

Tuesday, February 26, 2019 9:00 AM-11:30 AM

Woodland Adult Education

575 Hays Street

Woodland, CA 95695

If you believe it will work out, you'll see opportunities. If you believe that you won't, you'll see obstacles.

Members in Attendance:

Shannon McClarin
 Kim Relph-Smith Ed Lewis
 Tico Zendejas Amy Howering
 Lynn Arner Sue Lomax
 Ann Panzica Justine Jimenez
Staff: Kathleen Glassman

Members Not Present:

Nicole Castrejon
 Fawn Montagna
 Nancy Chavez
Guests: Kerrie Covert, April Godwin, Rosa Gregorio
Staff Not Present: Gail Nadal

Item	Title of Item	Who	Description	Time	Notes
1.	Call to Order and Introductions	Shannon McClarin	Introduction of Members and Guests	5 min	Meeting was called to order at 9:07 a.m.
2.	Public Comment	Public	Information	10 min	
3.	Consent Agenda	Shannon McClarin	Approve	5 min	Minutes were approved from the Tuesday, January 22, 2019 meeting. Motion to approve: 1) Tico Zendejas 2) Amy Howering.
4.	Educate and Outreach Elevator Speech	Kim Relph Smith	Report/Information	20 min	Kim Relph-Smith brought a draft of the elevator speech. Tico Zendejas relayed that the purpose of the speech was to inform the community of the purpose of the Yolo Childcare Planning Council (LPC) so that all members are on the same page. The speech can be used to communicate the purpose of the LPC to elected officials and the community. Kim stated that the speech needs a closing sentence, and a consensus from the LPC. Amy Howering relayed that role modeling of good values to children come to mind when thinking about the LPC elevator speech. Justine proposed that the first sentence can be something that immediately holds the listeners' attention. After discussion, Justine suggested that the catch line be "Quality childcare keeps people working and families thriving. It was decided that the speech would be discussed more in the work group. "Educate and Outreach."
5.	Legislative Updates	Tico Zendejas	Report	15 min	Tico relayed that there were so many legislative updates that the council would be better served to receive the list in an email blast. He highlighted AB24, the child tax credit, AB 123: which provides

					data regarding ECE findings to expand preschools and AB124 that gives preschool facilities a grant instead of a loan. Tico relayed that an email blast would be forthcoming.
6.	Workgroup Updates	Workgroup Chairpersons	Information and Collaboration	20 min	Representatives from each workgroup gave a quick report. Shannon McClarin, Workforce Development, reported that everyone's orders from Lakeshore have been received. Lynn Arner reported that turnover is a concern in the ECE workforce and creation of a Yolo County Edjoin is the group's new mission. Ann Panzica relayed that the workgroup, Family Friends and Neighbors is planning an event "Cookies and Canvases" in Knight's Landing. The purpose is to reach out to caregivers of children in that area as there are very few licensed providers, and provide support and information, while also enjoying a fun event.
7.	Child Development Conference	Ann Panzica	Information and Collaboration	05 min	Ann Panzica relayed that the conference now has facilitators for all workshops. Ann reported that the registration for the Child Development conference, "Building Resilient Children" would be available for registration March 20, 2019 for the April 20, 2019 event.
8.	QRIS and IMPACT	Justine Jimenez	Information	10 min	Justine Jimenez reported that QRIS, or Quality Counts, and IMPACT's goal is to improve the quality of child care. The statewide rating is the QRIS, Quality Rating Improvement Scale. Justine stated that the sites that they are working with are enjoying the training and quality improvement. Three (3) early learning consultants for Quality Counts are certified as Center on the Social and Emotional Foundations (CSEFEL) trainers and Teachstone.
9.	CAPP	Ann Panzica		10 min	Ann informed the group that Children's Home Society of California (CHS) is now enrolling for the child care payment program. If any member knows of any family that may qualify to go to the CHS website at www.chs-ca.org and encourage the family to apply.

10.	Yolo Foster Care Bridge Program	Kerrie Covert, April Godwin, Rosa Gregorio	Information	10 min	Guests Kerrie Covert, Administrative Analyst, April Godwin, Social Worker for HHSA and Rosa Gregorio, Child Care Navigator (CCN) discussed the purpose of the Yolo Foster Care bridge program. It was created to support families that had an emergency foster placement. She provided handouts outlining the three components of the Bridge program: Emergency Child Care Voucher Assistance, Child Care Navigator and Trauma Informed training. The Child Care Navigator is responsible for helping families navigate the foster care system; provide coaching and mentoring, and providing Trauma-Informed trainings. The CCN has recently translated all trainings developed and received from the Resource and Referral Network into Spanish to meet the needs of the providers.
11.	Workgroups	All	Collaboration	40 min	Meeting was adjourned at 10:35 a.m.

Notice of Public Meeting
YOLO COUNTY CHILD CARE PLANNING COUNCIL
Tuesday, March 26, 2019 9:00 AM-11:30 AM
CommuniCare Health Center
215 W. Beamer Street (west entrance)
Woodland, CA 95695
"If you believe it will work out, you'll see opportunities. If you believe it won't, you will see obstacles." Wayne Dyer

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Items may be taken out of order

Item	Title of Item	Who	Description	Time	Notes
1.	Call to Order and Introductions	Shannon McClarin	Introduction of Members and Guests	5 min	
2.	Public Comment	Public	Information	10 min	
3.	Consent Agenda	Shannon McClarin	Approve	5 min	Approve Minutes from February 26, 2019 meeting
4.	MCAH Presentation	Anna Sutton	Information	20 min	
5.	Educate and Outreach: Elevator Speech	Kim Relph-Smith	Review final copy and adopt	10 min	
6.	Legislative Update	Tico Zendejas	Report	10 min	
7.	Workgroup Updates	Workgroup Chairpersons	Information and Collaboration	10 min	
8.	Child Development Conference	Ann Panzica	Information and Collaboration	10 min	
	Storytime Event (CHS)	Ann Panzica	Information	5 min	
9.	QRIS and Impact	Justine and Gail	Information	10 min	
10.	SEAL Program	Shannon McClarin	Report	5 min	
11.	Mentor Teacher Project	Ed Lewis	Report	10 min	
12.	WJUSD TK Teacher Support	Gail Nadal	Information	10 min	
13.	Workgroups	All	Collaboration	30 min	

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Yolo County Office of Education
1280 Santa Anita Court, Suite 140; Woodland, CA 95776
(530) 668-3773/ (530) 668-3840 [fax]

Gail.nadal@ycoe.org

I declare under penalty of perjury that the foregoing agenda was posted by March 22, 2019 on the bulletin board at the east entrance of the Erwin Meier Administration Center, 625 Court Street, Woodland, CA

By: _____

Notice of Public Meeting
YOLO COUNTY CHILD CARE PLANNING COUNCIL

Meeting Minutes

Tuesday, March 26, 2019

CommuniCare Health Center

"If you believe it will work out, you'll see opportunities. If you believe it won't, you will see obstacles." Wayne Dyer

Members in Attendance:

Fawn Montagna Ed Lewis
 Lynn Arner Sue Lomax
 Ann Panzica Nancy Chavez
 Kim Relph Smith

Staff: Gail Nadal, Kathleen Glassman

Guests: Anna Sutton

Members Not Present:

Tico Zendejas
 Justine Jimenez
 Amy Howering
 Nicole Castrejon

Item	Title of Item	Who	Description	Time	Notes
1.	Call to Order and Introductions	Shannon McClarin	Introduction of Members and Guests	5 min	Call to order: 9:06 a.m.
2.	Public Comment	Public	Information	10 min	No public comment.
3.	Consent Agenda	Shannon McClarin	Approve	5 min	Approved Minutes from February 26, 2019 meeting: 1) Ed Lewis 2) Sue Lomax
4.	MCAH Presentation	Anna Sutton	Information	20 min	Guest Anna Sutton from the Maternal, Child and Adolescent Health (MCAH) Program presented on 2018-19 Title V Needs Assessment for Yolo County, funded by Title 5 Maternal and Child Health Services Block Grant. Highlighted in the presentation was that in yolo County that for women age 15-44, alcohol and drug abuse was down, but mental health was experiencing an upward trend over the past four years. Of the 2300 births in Yolo County, 300 women will be admitted for mental health issues. Anna relayed that the MCAH program is focusing on prevention through looking through data to find the root cause of the increase. In Early Childhood, poverty, child abuse and neglect, obesity and poor oral health are on the rise. There have been 13,000 children in Yolo county that have had experienced an open Child Protective Services case. Most childhood issues stem from poverty, and the largest group affected disproportionately is the Native American and Pacific Islander population. The largest child population that has experienced child abuse are children grade 1-5. STD rates have increased higher in Yolo County for children age 15-

					19 that statewide. The presentation ended with the question as to how we can coordinate together to meet the needs of Yolo County.
5.	Educate and Outreach: Elevator Speech	Kim Relph-Smith	Review final copy and adopt	10 min	Elevator Speech: Elevator speech was provided in draft form. Approval: 1. Lynn 2. Ed Lewis
6.	Legislative Update	Tico Zendejas	Report	10 min	Gail distributed a legislative update flyer to review with measures pertaining to child development and care in California.
7.	Workgroup Updates	Workgroup Chairpersons	Information and Collaboration	10 min	Shannon discussed that the State Preschool is going to be visited by Yolo Council members. It was cancelled but has been relayed that it will be rescheduled. Sue Lomax reported on “Cookies and Canvases” event in Knight’s Landing. Sue stated that the event was enjoyed by all, and there were 15 attendees at the event. Sue relayed that pictures will follow, and everyone enjoyed painting. Also noted was the fact that families stayed to clean up, indicating that relationships had been formed. Kim Relph Smith reported that she has a meeting with Davis, from the board of supervisors, deputy to Gary Shady, and was interested in the LPC and wished to attend. He has not been able to yet because the board meeting dates conflict with the LPC meeting dates. Gail and Kim discussed attending a council meeting, and Kim shared that the maximum time to present is 10 minutes. Kim relayed that there is a power point presentation for the LPC, but it may need to be whittled down. Kim and Lynn suggested Tico Zendejas present.
8.	Child Development Conference	Ann Panzica	Information and Collaboration	10 min	Ann relayed hat registration is now available online and encouraged everyone to sign up at www.chs-ca.org . Ann relayed that there are now 80 participants registered for the conference.
	Storytime Event (CHS)	Ann Panzica	Information	5 min	Ann also discussed that Storytime had already occurred in the CHS office, but that CHS had secured enough books to allow every child that comes into the office to receive a free book.

9.	QRIS and Impact	Justine and Gail	Information	10 min	Lynn Arner will be presenting a Strengthening Protective Factors training through Quality Counts on Saturday, March 30, 2019 from 8:30 a.m. – 3:00 p.m.
10.	SEAL Program	Shannon Mcclarin	Report	5 min	Shannon relayed that the State Preschool had secured a grant for dual language learners known as the SEAL grant. It is an 18 month grant to help children to produce language and integrate it into the curriculum. Shannon reported that Winters and Esparto are included.
11.	Mentor Teacher Project	Ed Lewis	Report	10 min	Ed Lewis said that applications for mentor teachers is October of next year. He reported that they had 9 teachers and will have more if the program becomes mandatory for the course that he teaches.
12.	WJUSD TK Teacher Support	Gail Nadal	Information	10 min	Gail reported that the stipend for ECE for TK support is sun setting on March 31. Gail relayed that it the funds were utilized more by Preschool teachers and less by TK teachers. Not all funds were exhausted.
13.	Workgroups	All	Collaboration	30 min	11:12 p.m. Meeting adjourned.

Notice of Public Meeting
YOLO COUNTY CHILD CARE PLANNING COUNCIL

Tuesday, April 30, 2019 9:00 AM-11:30 AM
Yolo County Office of Education, Davis Room
Woodland, CA 95776

"If you believe it will work out, you'll see opportunities. If you believe it won't, you will see obstacles." Wayne Dyer

*The mission of the Yolo County Child Care Planning Council is to promote the professional growth of the child care workforce and to support the development of quality child care programs. **The meeting shall be conducted in conformity with the Brown Act***

Items may be taken out of order

Item	Title of Item	Who	Description	Time	Notes
1.	Call to Order and Introductions	Shannon McClarin	Introduction of Members and Guests	5 min	
2.	Public Comment	Public	Information	10 min	
3.	Consent Agenda	Shannon McClarin	Approve	10 min	Approve Minutes from March 26, 2019 meeting
4.	Winters Childcare Forum	Fawn Mantagna	Information	20 min	
5.	Legislative Update	Shannon McClarin	Report	10 min	
6.	Workgroup Updates	Workgroup Chairpersons	Information and Collaboration	10 min	
7.	Child Development Conference	Ann Panzica	Information	10 min	
8.	QRIS and Impact	Justine and Gail	Information	10 min	
9.	YCOE Summit	Gail Nadal	Report	15 min	
10.	Workgroups	All	Collaboration	30 min	

If requested, this agenda can be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 and the Federal Rules and Regulations adopted in implementation thereof. Persons seeking an alternative format should contact Gail Nadal for further information. In addition, a person with a disability who requires a modification or accommodation, including auxiliary aids or services, in order to participate in a public meeting should telephone or otherwise contact Gail Nadal as soon as possible and preferably at least 24 hours prior to the meeting.

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Gail.nadal@ycoe.org

I declare under penalty of perjury that the foregoing agenda was posted by April 26, 2019 on the bulletin board at the east entrance of the Erwin Meier Administration Center, 625 Court Street, Woodland, CA

By: _____

**LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE
LEGISLATURE 2019-20**
Modified with the permission of the County of Los Angeles Child Care
Planning Committee and Policy Roundtable for Child Care Joint
Committee on Legislation

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 2 (Santiago, Bonta, Cervantes, Chiu, Friedman, Gonzalez, McCarty & Quirk-Silva)	Would amend existing Ed Code to authorize a community college to use California College Promise funding to waive all or some of the fees for 2 academic years for first-time students enrolled at the college full time, and complete and submit either a Free Application for Federal Student Aid or a California Dream Act application. A community college student who has previously earned a degree or certificate from a post-secondary educational institution would be ineligible for the waiver.	Los Angeles Community College District		AAP, CA City College of San Francisco, Foothill-De Anza, Kern, Long Beach, Los Rios Peralta, San Diego and South Orange Co Community College, & more		Introduced: 12/3/18 Amended: 1/30/19 Amended: 3/11/19 Committee on Appropriations Suspense File
AB 5 (Gonzalez)	Adds to the existing law resulting from the decision in the Supreme Court case on the Dynamex Corporations West that creates a presumption that a worker who performs services for a hirer is an employee. The bill would clarify its application to independent contractors.		Shubhangi Domokos Shubhangi.domokos@asm.ca.gov 916-319-2080	American Trucking Assoc, Assoc of Language Companies, Chamber of Commerce CA, Ambulance Assoc, Assoc of Licensed Investigators, and more	Numerous individuals Southwest California Legislative Counsel	Introduced: 12/3/18 Amended: 3/26/19 Committee on Appropriations
AB 6 (Reyes & McCarty)	Would Establish by 1/1/21 in the CA Department of Education (CDE) the Early Childhood Education Branch, replacing the Early Learning and Care Division, to ensure a holistic implementation of early childhood education programs and universal preschool. Requires the office to have specified responsibilities.		Amer Rashid Amer.rashid@asm.ca.gov 916-319-2047	AAP-CA, CA Academy of Child and Adolescent Psychiatry, CA State PTA, CTA	California Right to Life Committee	Introduced: 12/3/18 Amended: 3/18/19 4/2/19 Committee on Appropriations Hearing: 4/24/19 9:00am Room 4202

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 8 (Chu)	Would require by 12/31/22 a school or a school district or county of education (COE) and a charter school to have at least one mental health professional for every 400 pupils generally accessible to pupils on campus during school hours. Would encourage a school subject with pupils eligible to receive Medi-Cal benefits to seek reimbursement for costs.	Mental Health America		Calexico USD, CA Coalition for Mental Health, CA Society of Addiction Med, CA State PTA, Desert Sands USD, Mental Health Assoc in CA, NAMI Amador and many more	CA Right to Life Committee, Inc., CA School Boards Association	Introduced: 12/3/18 Amended: 3/4/19 3/19/19 Committee on Health
AB 15 (Nazarian, McCarty & Ting)	Would establish the Children's Savings Account Program to expand access to higher education. Children born on or after 1/1/20 who are California resident at the time of birth would be eligible for the program. Seed deposit would be at least \$25 (among other amendments.)		Noah Lightman noah.lightman@asm.ca.gov 916-319-2046	AAP-CA, CA Asset Building Coalition, CA Catholic Conf, CWDA of CA, Santa Crus Community Ventures, United Way of CA	CA Right to Life Committee	Introduced: 12/3/18 Amended: 3/14/19 3/25/19 Committee on Appropriations Hearing: 4/24/19 9:00am Room 4202
AB 23 (Burke)	Would establish a Deputy of Business and Workforce Coordination in the Office of Small Business Advocate, to be appointed by the Director of the Governor's Office of Business and Economic Development. Deputy would collaborate and coordinate with the Labor and Workforce Development Agency, CDE, and Office of the Chancellor of the CA Community Colleges to engage industry and business to better align career technical ed courses, workforce training programs, and preapprenticeship & apprenticeship programs with regional and local labor market demand. Deputy would establish a team to cover all industry sectors across all regions in the state to execute the mission and responsibilities of the deputy.					Introduced: 12/3/18 Amended: 3/26/19 Committee on Jobs, Economic Development and the Economy

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 24 (Burke)	Would allow, under the Personal Income Tax Law, for taxable years as of 1/1/19 and before 1/1/24, a qualified taxpayer a Targeted Child Tax Credit (TCTC) in an amount equal to the difference between the qualified taxpayer's net resources and a specified percentage of the poverty threshold as provided, using the CA Poverty Measure.					Introduced: 12/3/18 Amended: 3/26/19, 4/22/19 Committee on Revenue and Taxation Hearing: 4/29/19 2:30pm Room 126
AB 123 (McCarty, Berman, Bonta, Burke, Carrillo, Chiu, Friedman, Gonzalez, Limon, Reyes, Santiago, Ting & Wicks)	Would create the Pre-K for All Act of 2019 and amend sections of and add to the CA Education Code relating to early childhood education as follows: 1) allow CSPPs to enroll unused slots to families with incomes above the eligibility cap; 2) increase the reimbursement rate for full-day CSPP with 65 % of increase to advance towards pay parity between state preschool and kindergarten teachers; 3) require the Commission on Teacher Credentialing to update permit requirements for CSPP teachers; 4) establish the CA Preschool Teacher Qualifications Program; 5) require LPCs to develop and submit to CDE a plan for expanding CSPP based on enrollment priorities to determine disbursement augmentations for child care expansion; and 6) require the SPI to adjust rates for TK pupils.	Early Edge CA, Kidango, Advancement Project, Children Now, CFT, Fight Crime: Invest in Kids, LA Area Chamber of Commerce	Suzy Costa 916-319-2007			Introduced: 12/3/18 Amended: 3/26/19 4/22/19 Committee on Education Hearing: 4/24/19 1:30pm Room 126
AB 124 (McCarty, Berman, Bonta, Burke, Carrillo, Chiu, Friedman, Gonzalez, Limon, Reyes, Santiago, Ting & Wicks)	Would require local planning councils to provide information to cities and counties regarding facility needs for early childhood education, including, but not limited to, in their jurisdictions.		Suzy Costa 916-319-2007	Advancement Project CA, Early Edge CA		Introduced: 12/3/18 Amended: 4/22/19 Committee on Education Hearing: 4/24/19 1:30pm Room 126

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 125 (McCarty, Berman, Bonta, Burke, Carrillo, Chiu, Friedman, Gonzalez, Limon, Reyes, Santiago, Ting & Wicks)	Would require the Superintendent of Public Instruction (SPI) to implement a reimbursement system that establishes reasonable standards and assigned reimbursement rates that vary based on certain factors. In addition, would require the CDE to create the Quality Counts CA Pilot Reimbursement Program targeted to 5 alternative payment child care systems to allow child care providers to receive higher reimbursement rates based on meeting standards of quality. Additional proposals to the reimbursement system is included in the bill.	First 5 CA , Federation of Teachers, Childcare Resource Center	Suzy Costa 916-319-2007	CAPPA, CA Coalition for Early Learning, CCALA, Children Now, 4C's of Sonoma County, CCRC, EveryChild California, First 5's of Lake, Sacramento, San Benito, San Bernardino and Satna Clara counties, Fraser Communications/FSCME Local 3930 and more		Introduced: 12/3/18 Amended: 3/11/19 Amended: 4/1/19 4/10/19 Committee on Education Hearing: 4/24/19 1:30pm Room 126
AB 151 (Voepel)	Amends existing law regarding eligibility for student financial aid under the CalGrant Program under the California Community College Transfer Entitlement Program. Raises the age limit for eligibility from up to 28 to up to 30 years of age.					Introduced: 1/7/19 Committee on Higher Education
AB 167 (Rubio)	Would create the CA Partnerships for Infants and Toddlers, and provide supplemental grants of \$4000 per child annually to qualifying child care and development programs and family child care that serve children from birth to three years old. The grantee must agree to meet federal Head Start program performance standards and provide full-day, full-year childcare.	Kidango, Children's Defense Fund-CA, Zero to Three	Taylor Woolfork taylor.woolfork@asm.ca.gov v 916-319-2048	AAP-CA, Assoc of Regional Center Agencies, CA Assoc of Food Banks, CFPA, CA PTA, Coalition of CA Welfare Rights Orgs, Early Edge CA, Fight Crime: Invest In Kids, Friends Committee on Legislation of CA, And more		Introduced: 1/8/19 Amended: 3/11/19 4/3/19 Committee on Education Hearing: 4/24/19 1:30pm Room 126

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 194 (Reyes)	Would provide that \$1 billion, upon appropriation by the legislature, be made available to immediately improve access to alternative payment programs and general childcare and development programs that subsidize services for low-income families.	Child Care Resource Center, Child Care Law Center, CAPP, Parent Voices	Amer Rashid amer.rashid@asm.ca.gov 916-319-2047	Child Care Resource Center, Child Care Law Center, CAPP, Parent Voices, CFPA		Introduced: 1/10/19 Amended: 3/19/19 Committee on Appropriations Hearing: 4/24/19 9:00am Room 4202
AB 196 (Gonzalez)	Would revise the formula for determining benefits available through the family temporary disability insurance program, for periods of disability commencing as of 1/1/20, by redefining the weekly benefit amount to be equal to 100% of the wages paid to an individual for employment by employers during the quarter of the individual's disability base period in which these wages were highest, divided by 13, but not exceeding the maximum workers' compensation temporary disability indemnity weekly benefit amount established by the Dept of Industrial Relations.		Shubhangi Domokos Shubhangi.domokos@asm.ca.gov 916-319-2080			Introduced: 1/10/19 Amended: 3/26/19 Committee on Insurance Hearing: 4/24/19 9:00am Room 437
AB 197 (Weber)	Would require commencing with the 2022-23 school year, school districts offering kindergarten and charter schools serving pupils in primary grades to implement a full-day kindergarten program. Would provide that a minimum school day for full-day kindergarten is the same number of minutes per school day that is offered to 1 st grade pupils. Intent of the Legislature that 1 st priority for implementation of full-day kindergarten before 7/1/22 go to school receiving federal Title I Funds.		Victoria Harris Victoria.harris@asm.ca.gov 916-319-2079			Introduced: 1/10/19 Amended: 3/20/19 Committee on Appropriations Suspense File

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 324 (Aguiar-Curry)	Would delete the requirements of the Budget Act that allows Los Angeles County's local child care and development planning council (LPC) to use unexpended stipend program funds for persons working in licensed programs that serve a majority of children receiving subsidized services; would allocate those funds to alternative payment program (APP) agencies for the same purposes. Would require the CDE, by 1/1/21, to develop guidelines for LPCs and APP agencies in developing unified plans in coordination with the local Quality Counts CA county consortium. Sets forth req. to be met by the plans, including: no more than one professional support stipend plan per county with the signatures of the LPCs, APP agencies and local Quality Counts consortia members, stipends to be available for child care providers across program types and settings, and more. Adds to findings and declarations, expressing intent to assist Quality Counts CA's QRIS local consortia to support all quality child care providers who work directly with children receiving subsidized services and support the diversity of the early care and education system.	First 5 CA	Itzel Vasquez-Rodriguez itzel.vasquez-rodriguez@asm.ca.gov 916-319-2004 x 2282	CAPPA, CA Family Resource Assoc, CCALA, CCRC, Child360, Community Child Care Council of Sonoma County, First 5 LA, First 5 Lake County, First 5 Sacramento, First 5 San Benito, First 5 San Bernardino, Solano Children and Families Commission, First 5 Yolo, Fraser Communications & Many more		Introduced: 1/30/19 Amended: 3/20/19 4/2/19 Committee on Appropriations Hearing: 4/24/19 9:00am Room 4202
AB 347 (Choi)	Would, until 1/1/2025, authorize the CDE, as part of a pilot program, to accept monetary contributions made to a newly created CA Preschool Investment Fund by a person for purposes of preschool education. Money to be used to fund preschools that are part of the CSPP located in one of the 5 counties participating in the pilot program to be administered by the County's LPCs. Participating will report to CDE's Early Learning and Care Division (ELCD) regarding the county's assessment of the pilot's performance. Any moneys remaining in the fund after 1/1/2025 to be transferred to any other state fund identified by the CDE that provides funding for increased access to preschool programs for low income children.		Nicolas Gauthier Nicolas.gauthier@asm.ca.gov	CAPPA, CA Catholic Conference		Introduced: 2/4/19 Amended: 3/19/19 Committee on Revenue and Taxation

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 367 (Flora)	Would enumerate additional crimes that prohibit the CA Department of Social Services from authorizing an individual from working or otherwise being present at licensed care facilities (Inclusive of child care facilities) including among other crimes, the willful and unlawful use of personal identifying information.			Assoc of Regional Center Agencies, CA Assoc for Health Services at Home, CA Long-Term Care Ombudsman Assoc, & many more		Introduced: 2/4/19 Committee on Human Services
AB 378 (Limon)	Would create the Building a Better Early Care and Education System Act. Would authorize family child care (FCC) providers (licensed and license exempt) to form, join, and participate in the activities of provider organizations and to seek the certification of a provider organization to act as the representative for FCC providers on matters related to child care subsidy programs pursuant to a petition and election process overseen by the Public Employment Relations Board or a neutral 3 rd party designated by the board.	AFSCME, SEIU	Elizabeth Fuller Elizabeth.fuller@asm.ca.gov 916-319-3564 Mariana Sabeniano Mariana.sabeniano@asm.ca.gov 916-319-2037	CA Employment Lawyers Assoc, CA Immigrant Policy Center, CA Labor Federation, CA School Employees Assoc, Coalition for Humane Immigration Rights and Many more		Introduced: 2/5/19 Committee on Judiciary
AB 452 (Mullin)	Would repeal the Child Care Facilities Revolving Fund loan program and require all moneys in the program as of December 31, 2019 to be transferred to the California Childcare Facilities Grant Fund. Would require the CDE to use the fund to support the construction of new childcare centers, and the renovation, repair, and modernization of family childcare homes, that serve children in state-subsidized childcare and development programs. Would require the CDE to annually collect and aggregate specified data relating to the use of the funds and report this data to the Legislature by December 31 each year.	EveryChild California, CHSA	Miriam Farouk Miriam.farouk@asm.ca.gov 916-319-2022	CA Coalition for Early Learning, CA Head Start, Disability Rights CA, Early Edge CA, EveryChild CA, First 5 CA, Office of the Riverside County Superintendent of Schools, Riverside County Public K-12 School District Superintendents		Introduced: 2/11/19 Amended: 3/21/19 4/11/19 Committee on Education Hearing: 4/24/19 1:30pm Room 126

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 776 (Kalra)	Would state legislative intent that the longitudinal education data system support a system of learning from birth to higher education through career. In addition to the current requirement for the CDE to establish a process for local educational agencies (LEAs) to issue, maintain, and report information using a unique statewide pupil identifier for state and federally funded center-based childcare and development programs, would enable a county office of education to issue and submit a unique statewide pupil identifier to the CDE on behalf of any applicant or contracting agency that is not a LEA and that is operating a state-funded childcare and development program within that county. Technical amendments.			Children Now, Santa Clara County Office of Education	California Right to Life Committee, Inc.	Introduced: 2/19/19 Amended: 3/26/19 4/11/19 Committee on Appropriations
AB 809 (Santiago)	Would require public postsecondary institutions to: 1) provide notification of protections under Title IX for pregnant and parenting students; and 2) encourage child development programs established by CA Community Colleges, the CA State University of CA to give specified priority to children of students who are unmarried and meeting certain income requirements.		Stephanie Gerstle Stephanie.gerstle@asm.ca.gov 916-319-2053	CA Catholic Conference		Introduced: 2/20/19 Committee on Appropriations

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 842 (Limon & Eggman)	Would require: 1) the reimbursement rate for meals served in schools and child care centers and homes to be set at an equivalent rate; 2) would require a school district, county superintendent of schools, or charter school maintaining a child care and development program to provide each needy child that attends program with one nutritionally adequate free or reduced-price meal during each program day; 3) authorize a child care and development program, in order to prevent hunger by providing nutritious meals to children, to use funds made available to the program through any federal or state program the purpose of which includes the provision of meals to a child, or to do so at the expense of the child care and development program; 4) require each part-day and full-day CSPP to provide each child enrolled in the program access to at least 1 or 2 nutritious meals per day; and 5) require a child development program to comply with nutrition-related prohibitions and requirements to qualify for reimbursement for free and reduced-price meals.	California Food Policy Advocates	Melissa Cannon Melissa@cfpa.net 510-533-1122 x 102	Alameda County Community Food Bank, AAP-CA, CAPP, CA Association of Food Banks, CA Catholic Conference, CCCRRN, CA Family Childcare Network, CA Food & Farming Network, CCLC, Child Dev Associates, Child Development Resources of Ventura County, Inc., Childcare Business Institute, & more		Introduced: 2/20/19 Amended: 4/2/19 Committee on Appropriations
AB 1001 (Ting)	Expresses legislative intent to appropriate a total of \$10 million annually for local child care and development planning councils (LPCs). Would amend existing law pertaining to the local child care and development planning councils by: 1) specifying the composition of the LPCs; 2) requiring LPCs to encourage public input on the development of local priorities and foster partnerships to address local child care needs; 3) identifying facilities for the provision of child care services and more.	California County Superintendents Educational Services Association	Christian Griffith 916-319-2019	Kidango, UDW/AFSCME Local 3930		Introduced: 2/21/19 Amended: 4/12/19 Committee on Education Hearing: 4/24/19 1:30pm Room 126

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 1059 (Burke)	Would extend the Lifting Children and Families Out of Poverty Task Force to 1/1/22. Would require the task force to examine the feasibility of developing and codifying the CA Poverty Measure, as established by Stanford Center on Poverty and Inequality and the Public Policy Institute of CA. Would require the task force to report its findings and recommendations to the Legislature by 1/1/21.					Introduced: 2/21/19 Amended: 3/27/19 Committee on Human Services
AB 1081 (Gallagher)	Would authorize any ASES funds remaining after awarding grants to operate before and after school programs serving pupils in kindergarten to grade 9 to be distributed to areas that have been affected by natural disasters.		Katja Townsend Katja.townsend@asm.ca.gov 916-319-2003	Boys & Girls Clubs of North Valley, Butte COE, County of Butte, Paradise USD, Shasta COE		Introduced: 2/21/19 Committee on Appropriations Suspense File
AB 1085 (McCarty)	Would authorize for inclusion within the educational enrichment element of ASES and 21st Century Community Learning Centers (CLCs) youth development activities that promote healthy choices and behaviors in order to prevent and reduce substance use and improve school retention and performance.			A World Fit For Kids, ARC Berkeley PTA Council, Boys & Girls Clubs of Carson, CA Afterschool Network, CA Alliance of Boys & Girls Clubs Inc., CA State Alliance of YMCAs, CA State PTA, Citizen Schools, Educare Foundation Escuela Popular, Fight Crime: Invest In Kids, Give Every Child A Chance. Glendale USD, LA's Best After School Enrichment Program, LAUSD, & more		Introduced: 2/21/19 Amended: 4/2/19 Committee on Appropriations Hearing: 4/24/19 9:00am Room 4202

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 1109 (Fong)	Would, until 1/1/2025, authorize the CDE, as part of a pilot program, to accept monetary contributions made to a newly created CA Preschool Investment Fund by a person for purposes of preschool education. Money to be used to fund preschools that are part of the CA state preschool program (CSPP) located in one of the 5 counties participating in the pilot program to be administered by the county's LPCs. Participating counties to report to the CDE's Early Education and Support Division regarding the county's assessment of the pilot's performance. Any moneys remaining in the fund after 1/1/2025 to be transferred to any other state fund identified by the CDE that provides funding for increased access to preschool programs for low income children.					Introduced: 2/21/19 Committee on Revenue and Taxation
AB 1114 (Aguiar-Curry)	Would, until 1/1/23, require the CDSS to implement a 2-year pilot project to evaluate the effectiveness of crisis nurseries in both the Counties of Contra Costa, Nevada, Sacramento and Yolo on the outcomes for children and families, including the incidence of child abuse and neglect in those counties. Would require the CDSS to report the results of its study to the Legislature. Would declare the intent of the Legislature to provide funding for crisis nurseries.	County of Yolo		County of Sacramento, First 5 Sacramento, Sacramento Children's Home		Introduced: 2/21/19 Amended: 3/20/19 4/2/19 Committee on Appropriations Suspense File
AB 1256 (Bonta)	Would require the SPI to provide a report to the Legislature and the Governor, no later than 1/1/21, with recommendations to guide state policy on learning readiness measures. Recommendations to include feedback of CA early childhood stakeholders, local, statewide, and international research and best practices for measuring learning readiness, and how to use that measure to influence strategic policy for children and families.					Introduced: 2/21/19 Committee on Education

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Assembly Bills						
AB 1716 (Kiley)	Would require FCCHEN contractors to offer providers at least 12 hours annually of training and technical assistance in group or individual settings on a variety of topics.					Introduced: 2/22/19 Committee on Education
AB 1725 (Carrillo)	Would continuously appropriate an additional \$112,800,000 from the General Fund to the CDE in the 2019–20 fiscal year for purposes of ASES. Would continuously appropriate each fiscal year thereafter to the CDE an amount necessary to fund an increase in the daily per-pupil rate equal to the higher of either 50% of specified increases to the minimum wage or the % increase to the CA Consumer Price Index, as determined by the DOF. Would require CDE to increase the max grant amounts & daily per-pupil funding rates in accordance with the total amount appropriated for the program in the 2019–20 fiscal year, and in each fiscal year thereafter.			EveryChild California		Introduced: 2/22/19 Committee on Education Hearing: 4/24/19 1:30pm Room 126
ACR 1 (Bonta)	Would condemn regulations proposed by the Dept of Homeland Security to prescribe how a determination of an alien's inadmissibility for a person who is not a citizen or national is made based on the likelihood that the person will become a public charge. Would also urge the federal govt to reconsider and roll back the proposed regulations.			ABLU of CA, Assoc of regional Center Agencies CA Assoc of Food Banks, CFPA, CA Immigrant Policy Center, CA Pan-Ethnic Health Network, CAhealth Advocates, CDF-CA, CHIRLA, County and many more		Introduced: 12/3/18 Amended: 3/6/19 Revised: 3/21/19 Senate Committee on Human Services

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Senate Bills						
SB 2 (Glazer & Allen)	Expresses legislative intent to establish the Statewide Longitudinal Student Database to 1) collect and store data regarding individual students as they matriculate from preschool into the workforce; and 2) require the Office of Higher Education Coordination, Accountability and Performance to convene a review committee for purposes of advising on the establishment, implementation, funding and ongoing administration of the database. Would require the office to review the committee's recommendations and develop a database plan wo include, among other things, requirements on state agencies, public schools, private institutions of higher education and private schools to submit data.			CA Competes, Campaign for College Opportunity, Education Trust – West, Institution for College Access and Success, Public Advocates, Southeast Asia Resource Action Center, Student Senate for CA, Community Colleges & more		Introduced: 12/3/18 Amended: 4/10/19 Committee on Appropriation Hearing: 4/29/19 10:00am Room 4203
SB 26 (Caballero)	Would amend the Personal Income Tax Law by restoring the refundable tax credit relating to expenses for household and dependent care services necessary for gainful employment. Amendments include clarifying, technical language.		Enedina Garcia Enedina.garcia@sen.ca.gov 916-651-4102	CCCRRN, Community Child Care Council of Sonoma County		Introduced: 12/3/18 Amended: 3/18/19 Committee on Appropriations Suspense File
SB 135 (Jackson)	Would expand the scope and definition of CA's family care and medical leave laws and to create more equitable access to California's family leave programs.	California Employment Lawyers Assoc., First 5 California, Legal Aid at Work		A Stronger CA, AARPCA, ACLU – CA, Alzheimer's Assoc, Bet Tzedek Legal Services, Breastfeed LA, CTA, Equal Rights Advocates, CA Breastfeeding Coalition, and many more		Introduced: 1/15/18 Amended: 3/25/19 Committee on Labor, Public Employment and Retirement Hearing: 4/24/19 9:30am Room 2040

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Senate Bills						
SB 174 (Leyva)	Would amend several sections of the CA Education Code pertaining to the reimbursement rate system. Among the amendments, would require the SPI to implement a reimbursement system, adjust regional market rate ceilings, require updates to the regional market rate survey, and require the CDE to create the Quality Counts CA Pilot Reimbursement Program with a pilot for implementation by up to 5 Alternative Payment Program agencies.	EveryChild California, First 5 CA, CCRC	Jessica Golly & Rochelle Schmidt Jessica.golly@sen.ca.gov rochelle.schmidt@sen.ca.gov	Child Care Resource Center, EveryChild California, First 5 CA		Introduced: 1/28/19 Amended: 3/20/19 Committee on Education Hearing: 4/24/19 9:00am Room (4203) and Upon adjournment of Labor, Public Employment and Retirement Committee Rose Ann Vuich Hearing Room 2040 (Please note time and room change)
SB 217 (Portantino & Roth)	Would require, for the 2019–20 school year and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten (TK) program who will have their 5th birthday after December 2 but during that same school year if the child is an individual with exceptional needs. Would establish the Special Education Early Intervention Grant Program, and require as part of that program, subject to an appropriation in the annual Budget Act or another statute, the SPI to allocate to school districts \$4,000 per child within the school district of residence who is 3 or 4 years of age, is an individual with exceptional needs, and is enrolled in TK, CSPP, a federal Head Start program, or any other early education preschool program.		Tara McGee Tara.McGee@sen.ca.gov 916-651-4025			Introduced: 2/6/19 Amended: 4/1/19 Committee on Appropriations Hearing: 4/29/19 10:00am Room 4203

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Senate Bills						
SB 234 (Skinner)	Would require a large family child care home (FCCH) to be treated as a residential use of property for purposes of all local ordinances. Would also make void an attempt to deny, restrict, or encumber the conveyance, leasing, or mortgaging of real property for use or occupancy as a FCCH and a restriction related to the use or occupancy of the property as a FCCH. Would prohibit a property owner or manager from refusing to sell or rent, or refusing to negotiate for the sale or rental of, or otherwise making unavailable or denying, a detached single-family dwelling, a townhouse, a dwelling unit within a dwelling, or a dwelling unit within a covered multifamily dwelling in which the underlying zoning allows for residential use to a person because that person is a FCCH provider. Would require the CDSS to notify applicants for family daycare home licenses that specified housing discrimination remedies are available to a FCCH provider, FCCH applicant, or person who is claiming that any of these protections have been denied.	California Child Care Resource and Referral Network, Child Care Law Center, SEIU, United Domestic Workers of America – AFL-CIO, AFSCME-UDW		Alexander Child Care & Preschool, Bananas Inc., Build up for San Mateo County’s Children, CAPP, CA Family Child Care Network, CA State Council of Service Employees, CA Women’s Law Center, Children Now, Community Action and many more		Introduced: 2/7/19 Amended: 3/21/19 4/9/19 Committee on Appropriations Hearing: 4/29/19 10:00am Room 4203
SB 321 (Mitchell)	Would increase access to child care supportive services for welfare-to-work participants by requiring that the child care be full-time unless the participant determines that part-time care better meets the family’s needs, requiring 1st - stage childcare to be authorized for one year, or until the participant is transferred to the 2nd stage of child care, and prohibiting the 1 st stage or the 2nd stage of child care services from being discontinued until confirmation is received from the administrator of the subsequent stage of child care that the family has been enrolled or that the family is ineligible for services in the subsequent stage of child care. This bill would require that the participant be informed of the availability of the services upon enrollment in the CalWORKs program and at later times when a participant expresses a need for child care.	Child Care Law Center, Parent Voices CA	Bridget Kolakosky bridget.kolakosky@sen.ca.gov 916-651-4030	AFSCME/AFLCIO Bay Area Equal Voice Coalition, CAPP, CA Catholic Conference, CCRRN, CA Labor Federation, AFLCIO, CWLC, CLASP, CCRC, CCALA, Child360, Children Now, Coalition of CA Welfare Rights Organizations, First 5 CA, Kidango, Public Interest Law Project, WCLP and many more		Introduced: 2/15/19 Amended: 4/1/19 Committee on Education Hearing 4/24/19 9:00am Room (4203) and Upon adjournment of Labor, Public Employment and Retirement Committee Rose Ann Vuich Hearing Room 2040 (Please note time and room change)

Bill Number (Author)	Brief Description	Sponsor	Contact	Support	Oppose	Status 4/23/19
California Senate Bills						
SB 346 (Jackson)	Establishes (DASH) Recognition Program, to be administered by the CDE. Would require the development of an application process, administered on the CDE's website, for recognizing afterschool programs for meeting certain requirements, including training staff on healthy eating and physical activity, providing healthy food and drinks to program attendees, and providing program attendees with physical activity & limited screen time.			AAP-CA, American Cancer Society Cancer Action Network, CA State Alliance of YMCA's		Introduced: 2/19/19 Amended: 3/25/19 Committee on Appropriations Suspense File
SB 421 (Pan)	Would, to the extent that sufficient federal or private funds are deposited with the state and appropriated by the Legislature, establish the Children's Cabinet of CA to serve until 1/1/25 as an advisory body responsible for improving the collaboration among agencies that provide services to the children and youth of the state. Would require the cabinet to be comprised of, among others, the SPI, the Secretary of CA Health and Human Services, the Chief Justice of CA, or a designee, and the heads of various specified state agencies. Would require the cabinet to provide recommendations to the Governor and the Legislature every odd-numbered year.		Melissa Barbo Melissa.barbo@sen.ca.gov 916-651-4006			Introduced: 2/21/19 Amended: 4/22/19 Committee on Governmental Organization
SB 443 (Rubio)	Would delete the provision that prohibits a pupil admitted to TK who has their birthday after December 2 from generating average daily attendance or being included in the enrollment or unduplicated pupil count.	West Covina Unified School District	Nathaly Teran Nathaly.teran@sen.ca.gov 916-651-4022			Introduced: 2/21/19 Committee on Appropriation Suspense File
SB 614 (Rubio)	Would establish the Inclusive Early Childhood Education Grant Program for the purpose of increasing access to early childhood education programs. Would delay implementation of these provisions until 6/30/20.		Nathaly Teran Nathaly.teran@sen.ca.gov 916-651-4022			Introduced: 2/22/19 Amended: 4/1/19 4/11/19 Committee on Health

California Budget Bills

AB 190 (Ting)	Budget Act of 2019					Introduced: 1/10/19 Committee on Budget
SB 73 (Mitchell)	Budget Act of 2019					Introduced: 1/10/19 Committee on Budget & Fiscal Review
Budget Trailer Bill Language (TBL)	Education Omnibus Trailer Bill – addresses state preschool wraparound care eligibility					
TBL	Emergency Child Care Bridge Program for Foster Children – Reimbursement for Live Scan and application fee for prospective license exempt providers.					
TBL	Child Care and Early Learning Strategic Plan, Child Care Infrastructure Grants, and Child Care Workforce Development Grants.					
TBL	Eliminates fingerprint licensing fee exemption					

To obtain additional information about any State legislation go to www.leginfo.ca.gov/bilinfo.htm; for Federal legislation, visit <http://thomas.loc.gov>. To access budget hearings online, go to www.calchannel.com and click on appropriate link at right under “Live Webcast”. Links to Trailer Bills are available at http://www.dof.ca.gov/budgeting/trailer_bill_language/.

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5.3. 2018-19 YCBOE Budget Breakdown

Type:

Informational

Description:

Superintendent Garth Lewis will present this item.

Recommended Motion:

Information Item.

Attachments:

1. YCBOE Budget Breakdown

2018-19 YCBOE BUDGET BREAKDOWN

	4300	5200	5300	5710	5800
	SUPPLIES	TRAVEL, MILEAGE, CONF. EXP.	DUES & MEMBERSHIPTS	OPERATING COSTS	PROFESSIONAL CONSULTING SERVICES
		\$12,000	CSBA \$5,000	\$5,370	OUTSIDE SVCS. \$1,500
			CCBE \$1,400		GAMUT \$3,500
			LEGAL \$1,300		LEGAL ADS \$600
			YCSBA \$200		ELECTIONS \$30,000
					CONSULT SVCS. \$2,500
					LEGAL FEES \$2,000
TOTAL	0	\$12,000	\$7,900	\$5,370	\$40,100

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

**5.4. Quarterly Report on Williams Uniform Complaints for YCOE Operated School Covering the Months
of January, February, March 2019**

Type:

Informational

Description:

Deb Bruns, Director, Curriculum & Instruction, will present this item.

Statutory changes to the Williams Settlement as stated in California Education Code 35186 (d) requires that a school district report summarized data on the nature and resolution of all Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. Further, the summaries must be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report must include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses must be available as public records.

Education Code 35186 (a) states that a school district shall use the Uniform Complaint process it has adopted as required by Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations, with modifications, as necessary, to help identify and resolve any deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment,

The Quarterly Report on Williams Uniform Complaints Education Code 35186 is attached for Yolo County Office of Education operated schools.

Recommended Motion:

For Information.

Attachments:

1. YCBE Williams 3rd Qtr Ltr

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints
Quarter of January, February and March 2019***

May 15, 2019

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

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

California *Education Code* Section 1240 requires that I visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. I am pleased to provide the third quarterly report for fiscal year 2017-2018 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits to the Williams schools in the Washington Unified, Winters Joint Unified, and the Woodland Joint Unified school districts for the period of January, February and March 2019.

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

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

The law further requires that the county superintendent:

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

While the Uniform Complaint data are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have a complete understanding

of the environment in which, Elkhorn Village Elementary, Riverbank K-8 Elementary, Stonegate Elementary, and Westfield Village Elementary, Waggoner Elementary, Dingle Elementary, Freeman Elementary, Gibson Elementary, Ramón S. Tafoya Elementary, and Woodland Prairie Elementary Schools are functioning.

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

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

My findings were as follows:

Instructional Materials:

Washington Unified School District:

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

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

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

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

Winters Joint Unified School District:

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

Woodland Joint Unified School District:

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

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

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

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

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

School Facilities:

Washington Unified School District:

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

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

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

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

Winters Joint Unified School District:

School Facilities:

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

Woodland Joint Unified School District:

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

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

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

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

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

School Accountability Report Card:

Washington Unified School District:

Elkhorn Village Elementary School: The 17-18 SARC was not readily available on the school website. We are awaiting a response from the principal or district in order to review. The status will be reported with the 4th Quarter Williams Report letters.

Riverbank Elementary School: The 17-18 SARC was reviewed May 15, 2019. The district was notified that there are two Riverbank websites and that the SARC is not readily available on the site linked to district website. The only finding in reviewing the posted SARC is that the “School

Facility Repair Status” on page 6 does not include any information in the “Repair Needed and Action Taken or Planned” column. We know that work orders were submitted so this just needs to be reported.

These remedies will be reported in the 4th Quarter Williams Report

Stonagate Elementary School: The 17-18 SARC was reviewed May 15, 2019. The only finding in reviewing the posted SARC is that the “School Facility Repair Status” on page 6 does not include complete information in the “Repair Needed and Action Taken or Planned” column. We know that work orders were submitted so this just needs to be reported.

These remedies will be reported in the 4th Quarter Williams Report

Westfield Village Elementary School: The 17-18 SARC was reviewed May 15, 2019. The only finding in reviewing the posted SARC is that the “School Facility Repair Status” on page 6 does not include complete information in the “Repair Needed and Action Taken or Planned” column. We know that work orders were submitted so this just needs to be reported.

These remedies will be reported in the 4th Quarter Williams Report

Winters Joint Unified School District:

The Winters Elementary School 17-18 SARC was reviewed May 15, 2019 and was found to be in compliance with Williams requirements.

Woodland Joint Unified School District:

Dingle Elementary School: The 17-18 SARC which is posted on both the school and district website was reviewed May 15, 2019 and found to be in compliance with Williams requirements.

Freeman Elementary School: The 17-18 SARC which is posted on the district website was reviewed May 15, 2019 and found to be in compliance with Williams requirements.

Gibson Elementary School: The 17-18 SARC which is posted on both the school and district website was reviewed May 15, 2019 and found to be in compliance with Williams requirements.

Ramón S. Tafoya Elementary School: The 17-18 SARC which is posted on both the school and district website was reviewed May 15, 2019 and found to be in compliance with Williams requirements.

Woodland Prairie Elementary School: The 17-18 SARC which is posted on the district website was reviewed May 15, 2019 and found to be in compliance with Williams requirements.

Teacher Misassignments and Teacher Vacancies:

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

Uniform Complaints:

A review of the quarterly submissions from all five Yolo County districts showed:

Davis Joint Unified School District – No complaints

Esparto Unified School District – No complaints

Washington Unified School District – No complaints

Winters Joint Unified School District – No complaints

Woodland Joint Unified School District – One complaint was filed with the district regarding Beamer Park Elementary. The district responded on April 10, 2019 and noted that it was resolved.

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

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

Sincerely,



Garth Lewis
Superintendent

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

**5.5. Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of January,
February, March 2019**

Type:

Informational

Description:

Deb Bruns, Director, Curriculum & Instruction will present this item.

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

Please refer to the attached letter and accompanying documents.

Three districts in Yolo County are in Decile 1-3: Washington USD, Winters JUSD, and Woodland JUSD. Davis JUSD and Esparto USD are not in Decile 1-3 but are included in the Uniform Complaints section of the report.

Recommended Motion:

For Information.

Attachments:

1. YCOOE UCP 3rd Qtr.

Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186(d)]

District: Yolo County Board of Education

Person completing this form: Deborah Bruns Title: Director C & I

Quarterly Report Submission Date:
(check one)

- October 2018
- January 2019
- April 2019
- July 2019

Date for information to be reported publicly at governing board meeting: April 23, 2019

Please check the box that applies:

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

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

Garth Lewis

Print Name of District Superintendent

Garth Lewis
Signature of District Superintendent

April 19, 2019
Date

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5.6. Education Protection Account Spending Plan for Fiscal Year 2019-20

Type:

Informational

Description:

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

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

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

Recommended Motion:

For information only. The Board will be asked to take action on the Education Protection Account Spending Plan at the June 25, 2019 Regular Meeting.

Attachments:

1. EPA Spending Plan

Education Protection Account Spending Plan

The voters approved Proposition 30 on November 6, 2012 (sun setting 12/31/2017) which created the Education Protection Account and subsequently approved Proposition 55 on November 8, 2016 (commencing 1/1/2018).

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

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

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

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

To pay for county services to districts.

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5.7. 2018-19 P-2 ADA Report

Type:

Informational

Description:

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

Attached is the 2018-19 P-2 ADA Report

Recommended Motion:

For information only.

Attachments:

1. 2018-19 P-2 ATTENDANCE REPORT

YOLO COUNTY OFFICE OF EDUCATION
 Actual Average Daily Attendance
 P-2
 May 1, 2019

2018/19 Original Budget (A)	2018/19 Period 1 Actual (B)	2018/19 Period 2 Actual (C)	2018/19 Annual Actual (D)
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PROGRAM

Cesar Chavez - Wldd Campus	35.19	41.12	43.67
Cesar Chavez - W Sac Campus	7.20	7.57	8.99
	42.39	48.69	52.66

YCCA/YCCP	33.00	20.85	24.24
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Juvenile Hall	25.00	43.77	29.68
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Special Education		126.50	128.39
Special Education - ESY		9.18	9.18

Special Education
 ADA by District

	ESY	P1	P2	ANNUAL
Davis	2.39	23.30	22.59	
Esparto	0.32	6.47	5.33	
Washington	1.89	26.78	28.62	
Winters	0.51	8.30	9.04	
Woodland	4.07	61.65	62.81	
	9.18	126.50	128.39	0.00

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5.8. Facilities Report

Type:

Informational

Description:

Matt Juchniewicz, Director, Support Operations Services will present this item.

Recommended Motion:

For Information.

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5.9. Alternative Education Attendance Reports

Type:

Informational

Description:

Renee Collins, Director of Student Services, will be presenting the attendance reports for Alternative Education.

Recommended Motion:

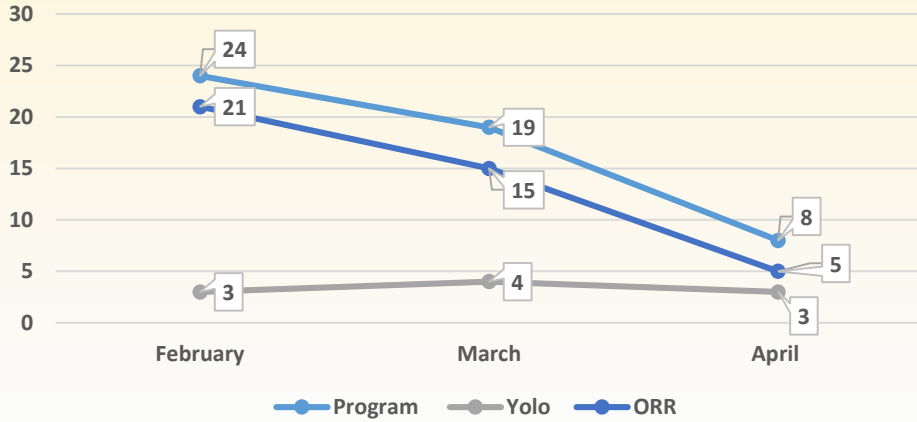
For Information.

Attachments:

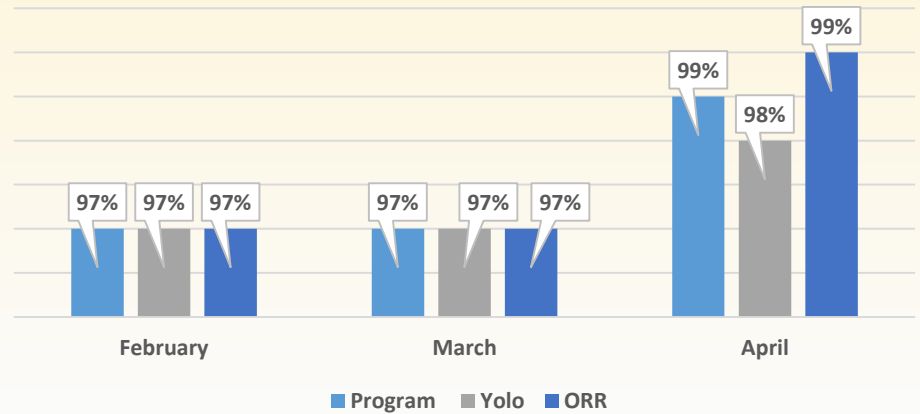
1. Data for Board April 2019

2018-2019 Dan Jacobs School Attendance Month 8-10

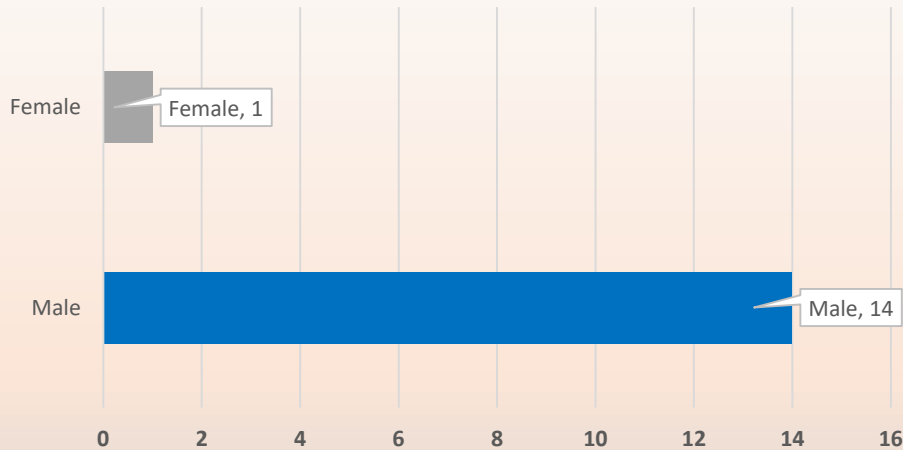
Average Enrollment Totals
Attendance Period 1/28/2019 - 4/19/2019



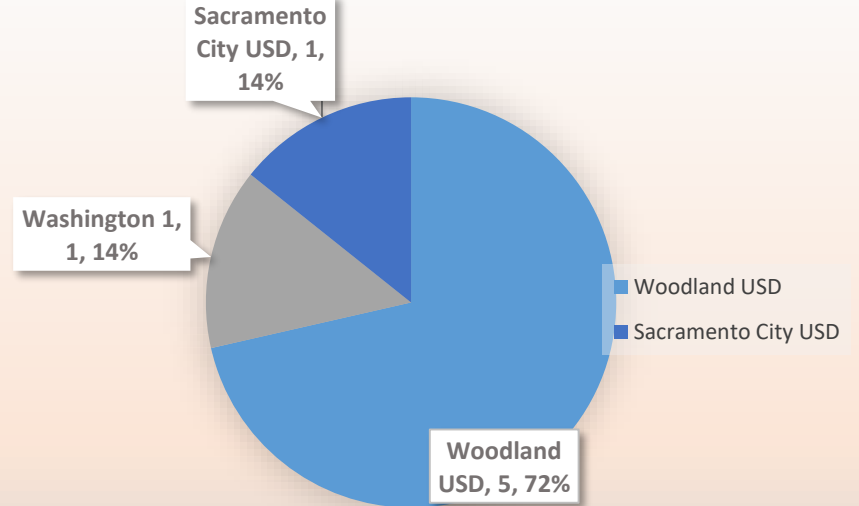
Average Attendance %
Attendance Period 1/28/2019 - 4/12/2019



Gender

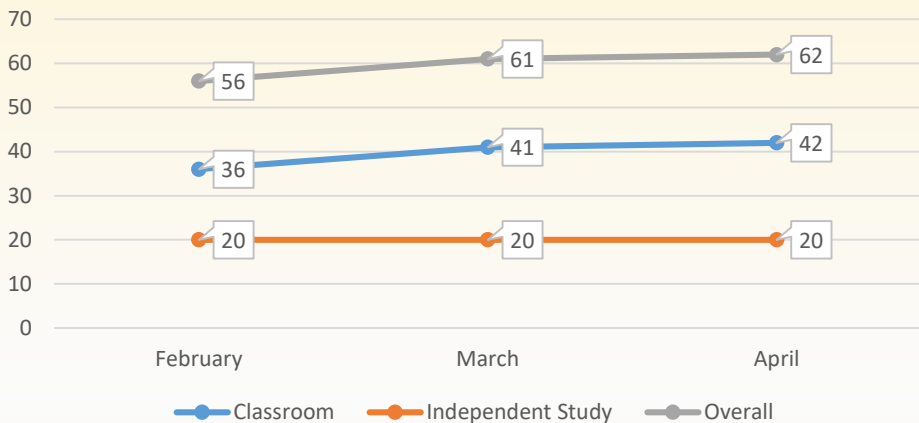


School District of Residence

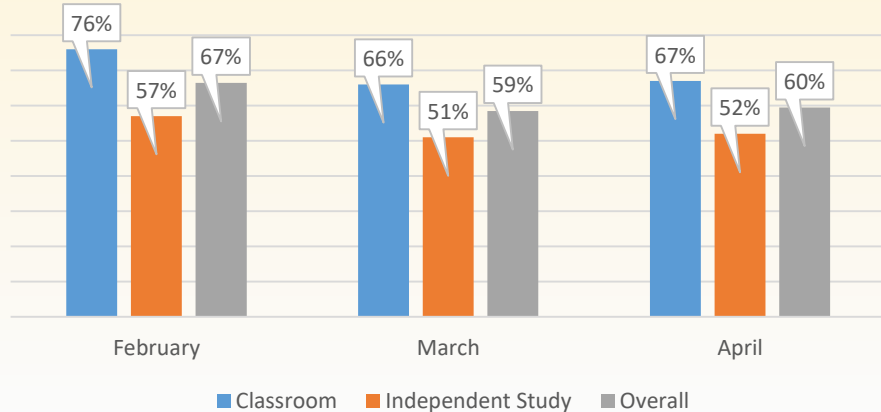


2018-2019 Cesar Chavez Community School - Woodland Attendance Month 8 - 10

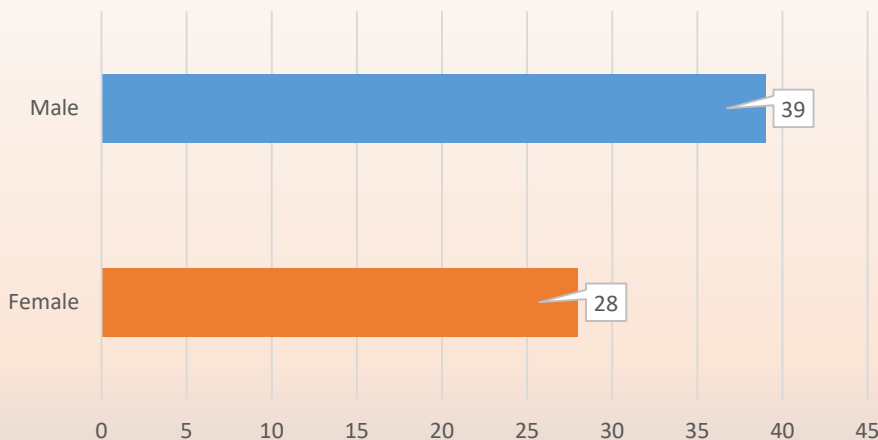
Enrollment Totals Attendance Period 1/21/2019 - 4/12/2019



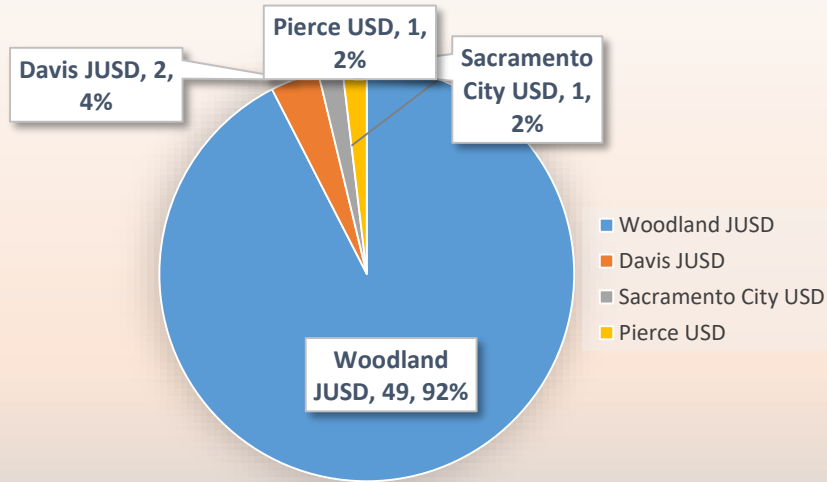
Average Attendance % Attendance Period 1/21/2019 - 4/12/2019



Gender

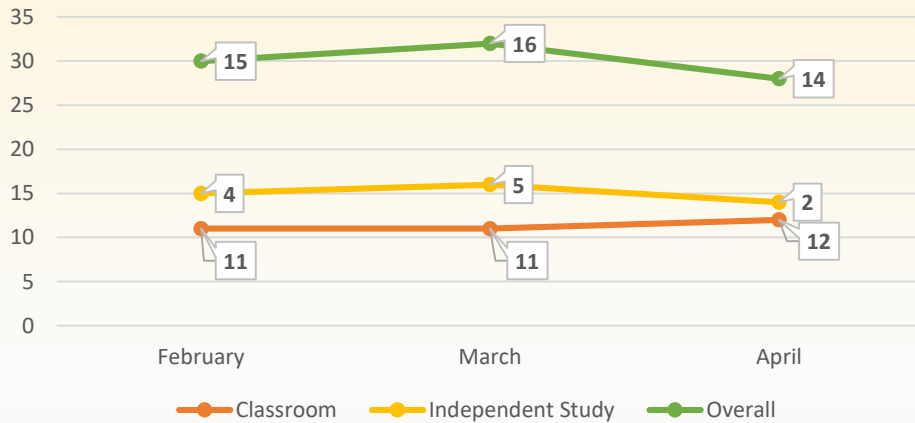


School District of Residence

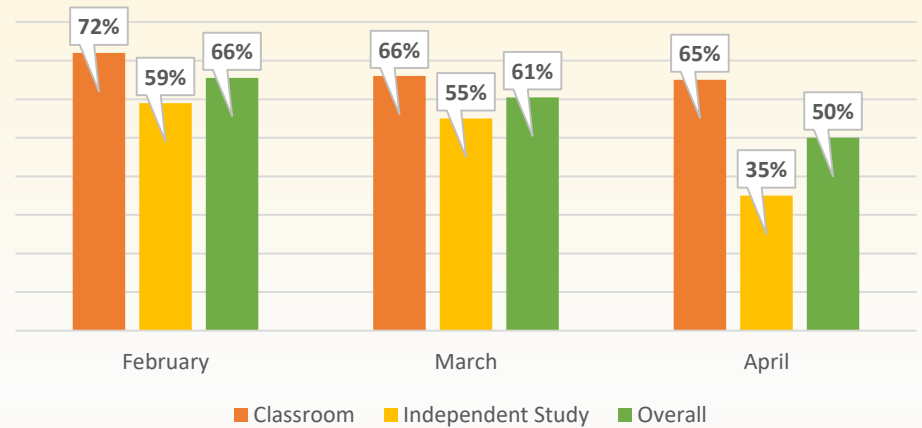


2018-2019 Cesar Chavez Community School – West Sac Attendance Month 8 – 10

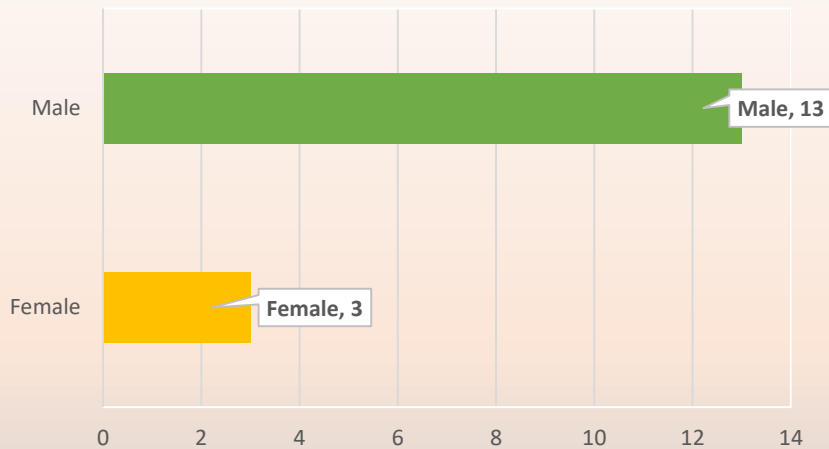
Enrollment Totals
Attendance Period 1/14/2019 - 4/5/2019



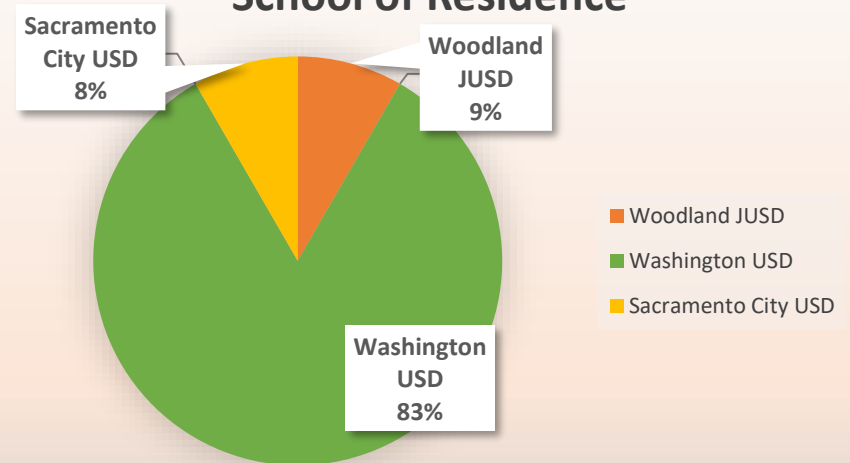
Average Attendance %
Attendance Period 1/14/2019 - 4/5/2019



Gender

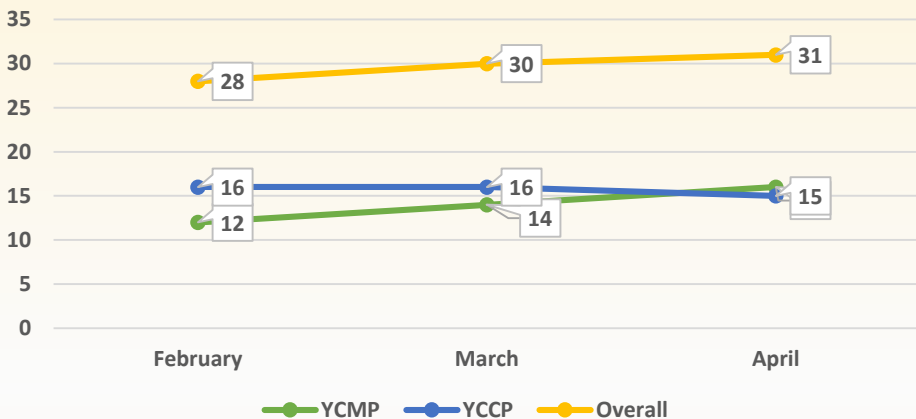


School of Residence

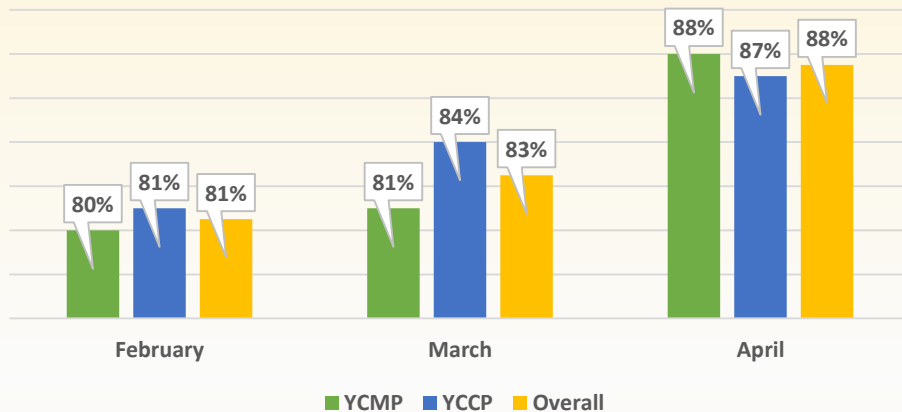


2018-2019 YCCA (Yolo County Career Academy) Attendance Month 8 – 10

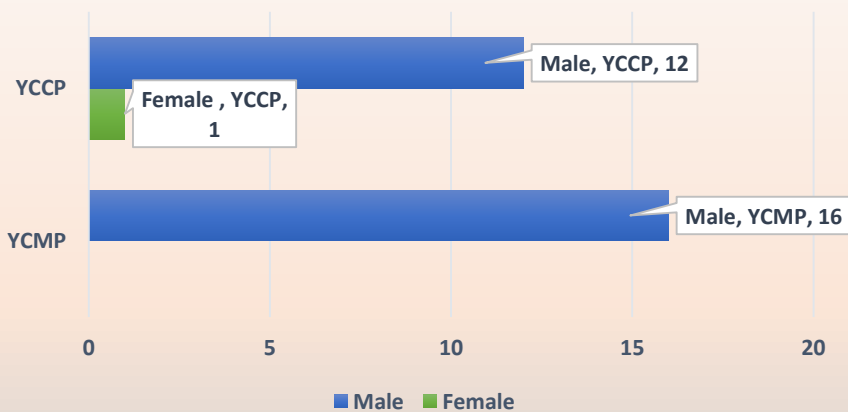
Enrollment Totals
Attendance Period 1/21/2019 - 4/12/2019



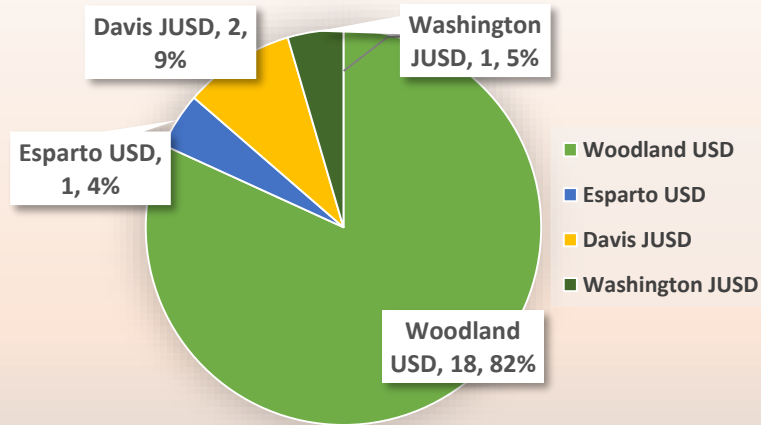
Average Attendance %
Attendance Period 1/21/2019 - 4/12/2019



Gender



School District of Residence



**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5.10. Program Evaluation and Juvenile Hall Certification that School Program is Compliant with Title 15, Article 6 Section 1370 and Education Codes

Type:

Informational

Description:

Renee Collins, Director of Student Services, will be presenting information on the Title 15, Article 6 Section 1370 evaluation and certification of Dan Jacobs School.

Board of Corrections Title 15, Juvenile Facilities Guidelines Section 1370 (refer to attached) states that the facility school program shall comply with an annual evaluation of the education program offerings. This program evaluation is validated by an inspection of the juvenile hall facility by the California Board of Corrections.

Each year, the Dan Jacobs School staff and administration meet to review the curriculum for the school to ensure that the instructional program meets the state education code and California Board of Corrections Regulations. Attached is a copy of a letter which will be sent to the Juvenile Hall Superintendent, verifying that the instructional program at Dan Jacobs School is in compliance with these mandates. In addition, there is a copy of a memo to the Juvenile Hall Superintendent and the document used to review and evaluate the juvenile facility education program.

Recommended Motion:

For Information.

Attachments:

1. Ltr to O. Ruiz
2. Memo to O. Ruiz
3. Juvenile Facility Education Program

April 7, 2019

Mr. Oscar Ruiz, Superintendent
Yolo County Juvenile Detention Facility
2880 East Gibson Road
Woodland, Ca. 95776

Re: Juvenile Facilities Regulations; Title 15, Article 6 Section 1370 (Summary of Dan Jacobs School)

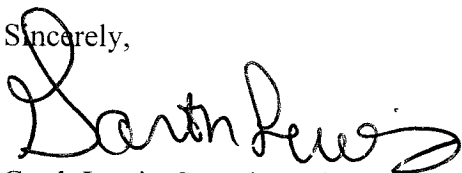
Dear Mr. Ruiz,

In accordance with Title 15, Article 6 Section 1370 of the Juvenile Facilities Regulations, this letter confirms my acknowledgement and my awareness that the curriculum and instructional program elements rendered by the Yolo County Office of Education under the Dan Jacobs School at the Yolo County Juvenile Detention is in compliance with Article 6, Section 1370 of the Board of Corrections Title 15, Juvenile Facilities Regulations effective July of 2007.

The attached memorandum dated April 7, 2019, from Gayelynn Gerhart, Principal of Alternative Education Programs, provides in detail our compliance.

If you need any additional information, please feel free to contact me.

Sincerely,



Garth Lewis, Superintendent

/cr

Attachment

cc: Dr. Micah Studer, Executive Director Equity and Support YCOE
Mr. Christopher C. Reyna, Vice Principal Alternative Education Programs YCOE

Memo

Yolo County Office of Education

To: Mr. Oscar Ruiz, Superintendent Yolo County Juvenile Hall
From: Ms. Gayelynn Gerhart, Principal Alternative Education Program
Date: April 11, 2019
Re: Juvenile Facilities Regulations; Title 15, Article 6 Section 1370 (Summary of Dan Jacobs School)

Summary of educational evaluation:

The staff at Dan Jacobs School has reviewed the curriculum and instructional program and found that our program elements are in compliance with Article 6, Section 1370 of the Board of Corrections Title 15, Juvenile Facilities Regulations effective July of 2007. Dan Jacobs School education program consists of the following:

- Two hundred and forty (240) instructional minutes are devoted to the core curriculum of mathematics, English language arts, social science, science, physical education and to career technical education. All students are provided an educational program according to the current school calendar.
- The Renaissance STAR Math and Reading software program is used to assess each student's current level of academic ability in the two subject areas. Students who are continuously enrolled are reassessed every 45 days.
- Records, including transcripts, for students are requested from the student's previous school of enrollment. When received, this information is reviewed and added to each student's individual learning plan which may be modified as needed to reflect the student's completion of previous courses.
- Preparation support for high school equivalency options including the GED, HiSET and California High School Proficiency Examination (CHSPE) is provided using an on-line education program, Edgenuity. Dan Jacobs School administrator proctors the CHSPE while Yolo County Probation assists in providing testing services for the GED and HiSET exams.

- School staff and probation staff confer weekly during the multi-disciplinary team (MDT) meetings. Topics of conversation can include students, social/emotional wellbeing, current and past medical history, academic progress, behaviors, court proceedings and safeguards.
- A progressive discipline process is in place between the school and the juvenile detention facility (JDF) that integrates into the facility's overall behavioral management plan.
- Students are given the opportunity to take career technical education courses for career and life skills development using the on-line education program, Edgenuity.
- Students are offered curriculum on life skills via classroom instruction and through partnerships with community organizations such as SAYS and the JDF.
- Fine arts curriculum is offered in a variety of ways: through the classroom curriculum, via the instructor, or through the on-line program, Edgenuity.
- For students who qualify under the Individuals with Disabilities Education Act (IDEA) as special education, Yolo County Office of Education provides a Resource Specialist (RSP) teacher whose main responsibility is to work with classroom teachers to meet the educational needs of the youth enrolled in Dan Jacobs School. Copies of identified students' Individual Education Plan (IEP) are requested from the student's previous school or district. Additionally, there is a para educator under the RSP teacher's direction, who works with students with IEPs one-on-one using push in or pull out. The RSP teacher also assesses the progress that the students with IEPs are making towards their learning goals.
- Students who are categorized as English Learners (EL) are given the opportunity to receive intervention support. The focus of the curriculum is to assist students in becoming proficient in reading, writing, listening and speaking the English language.
- YCOE has bilingual teachers and para-educators who work with students in the Office of Refugee and Resettlement (ORR). The students from the ORR program are non-English speakers and are supported via classroom curriculum or on-line programs such as Rosetta Stone, Khan Academy, and Edgenuity.
- Students who enroll into Dan Jacobs are usually interviewed the first day that they attend and are asked about their home language, whether or not they have an IEP or 504, their previous school, and any other support services that they may have received from their previous school. This information is used to determine their educational plan and assessments needed.
- All students who are enrolled at Dan Jacobs School are treated equally with the opportunity to enroll into any class offered. The same opportunity is also offered

to students who have been placed in protective custody where they may not be able to attend class for a particular reason.

- All school staff attend juvenile detention general staff meetings. The meetings are an opportunity to share information between juvenile detention staff and school staff of any changes or updates that have been made.
- In keeping with Article 6, Section 1370 of the Board of Corrections Title 15, students who are enrolled at Dan Jacobs School receive grades and credits for all academic work completed. A transcript is forwarded to the student's next school upon release from the institution.

Mr. Ruiz, should you have any questions regarding the instructional program stated above, please contact me at (530) 668-3901.

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION
Juvenile Halls and Camps

FACILITY NAME: Dan Jacobs School		COUNTY: Yolo
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE): 2280 E. Gibson Road Woodland, Ca. 95776		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302: Juvenile Facility Education Program Review and Evaluation	JUVENILE HALL X	CAMP
DATE EVALUATED: April 2019		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE): Bobbi Abold, Assistant Superintendent of Instruction, Yuba County Office of Education, (530) 749-4872		
EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE): Gayelynn Gerhart, Principal Alternative Education Programs, Yolo County Office of Education (530) 668-3091 Christopher Reyna, Vice Principal Alternative Education Programs, Yolo County Office of Education (530) 668-3749 Renee Collins, Director of Student Services, Yolo County Office of Education (530) 668-3776 Morgan Lynch, Teacher Alternative Education, Dan Jacobs School, (530) 668-3896 Monica Aceves Robles, Teacher Alternative Education, Dan Jacobs School (530) 668-3896 Esmeralda Raya, Teacher Alternative Education, Dan Jacobs School (530) 668-3893		

Purpose

The facility administrator is required to request an annual review of each required element of the facility's education program by the Superintendent of Schools. A report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section must be provided to the facility administrator.

The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. It is important to note that the regulation prohibits the Superintendent of Schools from delegating this review to the principal or any staff of a juvenile court school site; the intent of this regulation is that an independent third-party review is conducted.

Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.

Instructions

To complete the review, assess each element listed in the checklists and document the findings in the "comments" section. Columns in the checklist identify compliance as "Yes", "No", or "N/A" (not applicable). When the evaluator assessing the education program "checks" a column to indicate that the facility is out of compliance with all or part of a regulation, or indicates that all or part of a regulation is not applicable, a brief explanation is required in the comments section. This explanation is critical; it assists both the BSCC and facility staff in understanding the rationale for the decision and highlights what needs correction. **Policies and procedures must be written and implemented to be in compliance.**

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

Checklists and regulations are available on the BSCC website (http://www.bscc.ca.gov/s_fsoresources). Please contact the BSCC Field Representative assigned to your county at the number below or through e-mail access on the web site.

Board of State and Community Corrections; FSO Division
2590 Venture Oaks Way, Suite 200, Sacramento, CA 95833
Phone: 916-445-5073; <http://www.bscc.ca.gov/>

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

1370. Education Program	YES	NO	N/A	COMMENTS
<p>(a) School Programs The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.</p>	X			Dan Jacobs has a principal and vice principal assigned to the site. The administrators are credentialed and are hired through an agreement with Yolo County Office of Education (YCOE). The vice principal position is new as of August 2018.
The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.	X			Probation and YCOE staff collaborate via the multi-disciplinary team (MDT) meetings, weekly juvenile detention facility (JDF)/YCOE administration team meetings, JDF monthly staff meetings, and teacher end-of-day reports. Agendas and minutes are provided for all collaborative meetings.
Culturally responsive and trauma-informed approaches should be applied when providing instruction.	X			All alternative education teachers and support staff attend scheduled, on-going professional development sessions focused on adopting, creating, and delivering culturally responsive curriculum and culturally responsive environments. Professional learning has been led by Sandy Holman, Davis Culture Co-Op, and Dr. Vajra Watson of UC Davis. YCOE mental health staff has trained all alternative education staff in trauma informed practices. YCOE hosted trauma informed care expert, Kristin Souers, Master of Arts in Licensed Mental Health Counselor (MA LMHC), and many alternative education staff participated. All alternative education staff are also trained in Crisis Prevention Intervention.
Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices.	X			Technology needs and concerns are discussed at weekly staff meetings. YCOE and JDF staff have worked to use Internet safely to facilitate learning. There are ten computers in each of three classrooms in addition to teacher stations. The teachers use Insight to lockdown technology as needed. The teachers need to unblock online websites for students to access them. Security cable locks are on each computer as an additional safety practice.
The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.	X			An annual review is done each spring. As necessary, corrective action is taken to resolve any identified issues.
Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site.	X			While the principal and vice principal were part of the interviewed team, the review was not delegated to either individual.
The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.	X			The review is conducted by an outside agency. In 2018-2019 the review was conducted by the Assistant Superintendent of Instruction for Yuba County Office of Education. The report is submitted to the superintendent of the juvenile detention facility, Mr. Oscar Ruiz, upon completion. After review, the YCOE administrative team will resolve any identified non-compliance items.

1370. Education Program	YES	NO	N/A	COMMENTS
<p>(b) Required elements The facility school program shall comply with the State Education Code and County Board of Education policies.</p>	X			<p>Dan Jacobs School (DJS) fully complies with State Education Code and County Board of Education educational policy. Two hundred and forty (240) instructional minutes are devoted to the core curriculum of mathematics English language arts, social science, science, physical education and to career technical education. Students are on a high school diploma (HSD) track and the program is accredited. One hundred and forty (140) credits are required for graduation. A graduation celebration occurs as students complete. Students also have an opportunity, should they choose, to pursue high school equivalency options as an alternative to the HSD. These options are outlined in their individual learning plans (ILP).</p>
<p>As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe.</p>	X			<p>Staff has been trained in Positive Behavior Intervention Strategies (PBIS) and these are implemented throughout the facility. Probation and education staff have all been trained. In addition, teachers have received training in culturally responsive curriculum and in having culturally sensitive discussions with students. There is a handbook that outlines classroom expectations and protocol. There is a shared desire between YCOE and JDF staff to provide superior supervision and maintain safe classrooms. There are positive behavior point systems in place. Students earn points for good behavior and can use those points in a student store. YCOE offers a small staff to student ratio. YCOE also provides bilingual teachers and para-educators who support students.</p>
<p>Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.</p>	X			<p>To provide a rigorous, quality educational program while responding to the different learning styles and abilities of students, YCOE staff employ a variety of instructional methods: direct instruction, small-group, blended learning using Edgenuity, and project-based learning. Teachers differentiate instruction to meet the needs of all students. Beyond preparation for high school completion, students focus on career exploration and entry through a curriculum called Life Readiness. YCOE teachers deliver this instruction in partnership with JDF staff. Students also have the opportunity to participate in post-secondary training through Sacramento City and Woodland Community Colleges. Students take online classes for high school and college credit. Appropriate technology use is monitored by YCOE teachers during the educational day.</p>
<p>(1) The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.</p>	X			<p>The course of study follows the California Department of Education (CDE) guidelines for graduation. Students earn 140 credits for graduation.</p>

1370. Education Program	YES	NO	N/A	COMMENTS
(2) Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.	X			Preparation for the high school equivalency options including the GED, HiSET and California High School Proficiency Examination (CHSPE) are available using the on-line education program, Edgenuity. In addition, a credentialed instructor provides intervention and small group direct instruction as needed. Information about high school equivalency options is provided when students develop their ILPs.
(3) Youth shall be informed of post-secondary education and vocational opportunities.	X			Students learn about post-secondary options from the YCOE college and career readiness staff through classroom visits they conduct. Students also discuss post-secondary options as they develop and review their ILPs with teachers. Students access post-secondary education and vocational opportunities through Edgenuity or through online classes offered through Sacramento City and Woodland Community Colleges.
(4) Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.	X			High School Equivalency testing is available at DJS. At 16 years old, students can take the CHSPE. The CHSPE is proctored by the YCOE Vice Principal. At 18 years old, students can test for the GED or HiSET. Official testing is offered through another JDF partner.
(5) Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.	X			Students are provided intervention opportunities and have the opportunity to work with tutors from UC Davis. Beyond tutoring support, students have access to on-line programs such as Rosetta Stone (for English learners) and Khan Academy.
(6) The minimum school day shall be consistent with State Education Code Requirements for juvenile court schools. The facility administrator, in conjunction with education staff, must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.	X			All students are provided an educational program according to the current school calendar. Two hundred and forty (240) instructional minutes are devoted to the core curriculum of mathematics English language arts, social science, science, physical education and to career technical education. Attendance, including excused and unexcused absences, is documented via the student information system, Aeries.
(7) Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).	X			Transcripts for students are requested from the student's previous school of enrollment. When received, this information is reviewed by the school counselor and added to each student's ILP which is modified as needed to reflect the student's completion of courses. Resource Specialist Program (RSP) teachers in conjunction with the para-educator makes sure special education services are provided as outlined in students 504 Plans or Individualized Education Programs (IEPs). Students are never isolated in their room unless students self-select to do so. Students are given separate work to do in the day room of the pod as appropriate. All students have access to education regardless of classification.
(c) School Discipline				The YCOE has worked together with JDF staff to identify behavioral expectations during the educational day. These expectations are in alignment with policies already established within the JDF and are written and provided to students in the DJS handbook.

1370. Education Program	YES	NO	N/A	COMMENTS
(1) Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.	X			DJS has implemented the Positive Behavior Interventions Support (PBIS) program. This is a support offered universally to all students and both YCOE and JDF staff have been trained in the implementation of PBIS. Some strategies include: a positive behavior point system, a color-coded t-shirt tiered behavior system, and a student store that students can use their points on.
(2) School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X			Any changes made by probation staff that may affect educational programming are communicated via the MDT and weekly administrative meetings. Changes are also emailed to the educational administration. The same level of communication exists when there are changes made by educational staff that affect students' schedules or programming. All school staff attend juvenile detention general staff meetings. The meetings are an opportunity to share information between juvenile detention staff and school staff of any changes or updates that have been made. Administrative staff is on site 4-5 days per week for at least part of the school day and this allows for the most up-to-date communication to occur via email or in person.
(3) Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed	X			A progressive discipline process is in place between the school and JDF that integrates into the facility's overall behavioral management plan. Progressive discipline is documented in the Aeries student information system via interventions and through teachers' end-of-day reports. RSP teachers and administration are aware of and involved in providing appropriate behavioral intervention with students identified as having special needs through 504 Plans or IEPs.
(4) The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.	X			All students who are enrolled at DJS are treated equally with the opportunity to enroll into any class offered. This is also offered to students who have been placed in protective custody where they may not be able to attend class for a particular reason. Students who are unable to program in the educational classrooms receive work via paper packets.
(d) Provisions for Special Populations				
(1) State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.	X			For students who qualify under Individuals with Disabilities Education Act (IDEA) as special education, Yolo County Office of Education provides a RSP teacher whose main responsibility is to work with classroom teachers to meet the educational needs of the youth enrolled in DJS. Copies of identified students' IEPs are requested from the student's previous school or district. Additionally, there is a para-educator under the RSP teacher's direction, who works with students with IEPs one-on-one using push in or pull out. The RSP teacher also assesses the progress that the students with IEPs are making towards their learning goals.

1370. Education Program	YES	NO	N/A	COMMENTS
(2) Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.	X			Students who are categorized as English Learners (EL) are given the opportunity to receive intervention support. The primary curriculum is Edge and this is supplemented by Rosetta Stone and Edgenuity. The focus of the curriculum is to assist students in becoming proficient in reading, writing, listening and speaking the English language. Curriculum is aligned to the EL standards and students measure progress through English Language Proficiency Assessments for California (ELPAC) testing. In addition, YCOE contracts with a UC Davis professor to improve English language development (ELD) instruction. She is with staff and students every other week. All YCOE staff also took a UC Davis ELD class on learning strategies over the winter session in 2018-2019.
(e) Educational Screening and Admission				
(1) Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			Students who enroll into Dan Jacobs are interviewed the first day that they attend and are asked about their home language, whether or not they have an IEP or 504, their previous school, and any other support services that they may have received from their previous school. This information is used to determine their educational plan and assessments needed. The interview form is available in English and Spanish, but additional translation services can be obtained as necessary. DJS also does a records request of the prior school to obtain information about discipline, attendance, special services, current courses, and transcripts.
(A) School progress/school history;	X			See above. (e)(1)
(B) Home Language Survey and the results of the State Test used for English language proficiency;	X			See above. (e)(1)
(C) Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			See above. (e)(1)
(D) Discipline problems.				See above.
(2) Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.	X			Students are enrolled immediately by DJS staff. JDF staff encourage student enrollment in school right way. All students are assessed within the first 72 hours using the STAR Renaissance Reading and Math tests. Students begin with studying strategies for success and with developing their ILP.
(3) After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			Students meet with the assigned teacher and develop an individual learning plan. A basic plan is developed at the initial interview and a more comprehensive ILP is developed for students who are in the JDF for 10 or more days.

1370. Education Program	YES	NO	N/A	COMMENTS
(4) Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.	X			Records requests from students' previous schools of enrollment are made upon enrollment. When received, this information is reviewed and added to each student's ILP.
(f) Educational Reporting				
(1) The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			All credits earned and grades are forwarded to the student's new school upon release when a request for records is received.
(2) The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.	X			The school counselor and administrator review student records and transcripts. Partial credit is given for course work completed while in attendance in DJS. Credits are outlined in the student handbook.
(g) Transition and Re-Entry Planning				
(1) The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan, in accordance with the State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.	X			Transition plans are developed and discussed during the ILP meetings. This includes accessing the YCOE college and career readiness staff to assist with transition to work or post-secondary options. JDF mental health staff and therapists assist with additional transition and reentry needs. ILPs are reviewed after each grading period or every 6 weeks.
(h) Post-Secondary Education Opportunities				
(1) The school and facility administrator should, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.	X			Students are given the opportunity to enroll in post-secondary courses online through Sacramento City or Woodland Community Colleges. Career technical education (CTE) online courses are offered through Edgenuity. Students earn both high school and college credit for completion of these courses.

Summary of educational evaluation:

The staff at Dan Jacobs School has reviewed the curriculum and instructional program and found that our program elements are in compliance with Article 6, Section 1370 of the Board of Corrections Title 15, Juvenile Facilities Regulations effective July of 2007.

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

5.11. LCAP Annual Update

Type:

Informational

Description:

Renee Collins, Director of Student Services will present the LCAP update with Alternative Education Principal, Gayelynn Gerhart.

The final LCAP update of the year 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:

For Information.

Attachments:

1. LCAP Annual Update Report May 2019
2. Alt Ed. Program Highlights

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>*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. Brown Issues has sponsored student trips to Sacramento City College, Cesar Chavez March in Sacramento, Policy Boot Camp at the State Capitol, Brown Issues State Conference held at CSU Sacramento, voter engagement event in Southern California, and intramural flag football and soccer games in the greater Sacramento area. In addition, the Brown Issues Mentor supports students in participating in other trips such as SAYS Youth Summit and a site visit to Woodland Community College. (G.G. 5/13/19)</p> <p>*Brown issues works with Dan Jacobs students twice a week on second chance with music, and mentorship. YCOE staff meets with collaborative partners (through multi-disciplinary team {MDT} meetings at Dan Jacobs) on the continuing of wellness services for our youth. Services include but are not limited to academic guidance and counseling, tutoring, mentoring, social/emotional support, as well as post secondary guidance and support. (CR5/14/2019)</p> <p>* CBT (Cognitive Behavioral Therapy) Upon further analysis, the school counselor and therapist(s) utilize Cognitive Behavioral Therapy when supporting youth. (K.S. 5/13/19)</p>

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)
Comments:	<p>* Restorative conversations are held with each student upon return from an out of school suspension. Parents/guardians are included in the conversation with the Principal and/or School Counselor. (G.G. 5/13/19)</p> <p>* The Nurtured Heart book has been purchased for all staff. Some staff are trained and the Nurtured Heart Approach and use it daily. (CR)5/14/2019</p> <p>* S.A.Y.S. (Sacramento Area Youth Speaks) is currently in place at Dan Jacobs as well as CCCS Woodland. Nine youth and three adult chaperones attended the SAYS Youth Summit at UC Davis. (G.G. 5/13/19)</p>

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.
Comments:	<p>* The Youth Advocate for Chavez Woodland transported 86 students during the month of April. (G.G. 5/13/19)</p>

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
Comments:	<p>*Academic teachers have been trained on how to use AERIES and its components of transcripts, ILPs, attendance and interventions. Documentation of parent contact and student interaction is logged into AERIES (CR)5/14/2019</p>

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
Comments:	<p>* The school counselor has conducted 10 home visits for chronically truant youth.</p>

	<p>(K.S. 5/13/19)</p> <p>* The Woodland Chavez Youth Advocate conducted 10 home visits in April.</p> <p>* The Youth Advocate case manages chronic truant youth. A weekly Student Absence Report is generated by the office staff weekly to track student attendance.</p> <p>(G.G. 5/13/19)</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.
Comments:	*No new updates since the last report. (GG 5/13/19)

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
Comments:	*Academic Achievement in ELA/Math via the STAR program is shared with youth and with staff at scheduled staff meetings. Academic assessments are used as a tool to guide instruction. (CR 5/14/19)

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>*Staff is investigating two potential ELA supplemental programs to support the work staff is currently doing with implementing culturally relevant curriculums. (G.G. 5/13/19)</p> <p>*Culturally relevant education is embedded in our ELD curriculum. (CR 5/14/2019)</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:	*Teachers are trained in using manipulatives to support their ELD curriculum in Reading, Writing, Speaking, and Listening. (CR 5/15/2019)

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:	*No new updates since the last report. (GG 5/13/19)

Action 4	Purchase hardware and software and provide professional development to integrate technology in the instructional program.
Comments:	*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 assessments via the STAR Renaissance, research and post secondary opportunities. (CR 5/14/2019) *All staff attended an Edgenuity Webinar on May 1 focusing on questions that have come up during the initial implementation during the 2018-19 school year. In addition, a full-day on-site training has been scheduled for August before the start of the 2019-20 school year. (G.G. 5/16/19)

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:	*ILPs are also used for sharing information at MDT meetings and are sent with student records once they leave Dan Jacobs (CR 5/14/2019)

Action 2	1. Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography.
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	2. Implement "A Second Chance through Music" at all sites.
Comments:	*Yolo Arts has been instrumental in their work with students across all programs. Student work was displayed at Open House as well as at the Third Annual Student Art Show in downtown Woodland. (G.G. 5/13/19)

Action 3	Strategic Planning: <ol style="list-style-type: none"> 1. 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. 2. 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.
Comments:	*YCOE Alternative Education will not be holding a three-day summer academy in June 2019. Planning is in place for the best use of time in August prior to the start of the 2019-20 school year. (G.G. 5/13/19)

Action 4	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.
Comments:	*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. Students are given opportunities and guidance from NCCT instructors to explore post secondary opportunities in construction or are referred to a pre-apprenticeship program. (CR 5/14/2019)

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:	*No new updates since the last report. (GG 5/13/19)

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	Continue to implement the County-wide Expulsion Plan.
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	<p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> • Principal • Program Specialist / Counselor • Assistant Superintendent, Instructional Services
Comments:	*No new updates since the last report. (GG 5/13/19)

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:	*No new updates since the last report. (GG 5/13/19)

Goal 5:

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

Action 1	<p>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.</p>
Comments:	*Foster Youth Services has expanded attendance of CFTs to include transitional age youth up to age 21 years of age. (ME 5/14/19)

Action 2	<p>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.</p>
Comments:	*YCOE's Outreach Specialist is meeting with all foster youth to identify educational goals, identify needs, and make appropriate referrals. (ME 5/14/19)

Action 3	<p>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</p>
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	parents and Child Welfare Social Workers, as well as the Child and Family Team group monitoring students.
Comments:	*Foster youth receive supports in and out of the home to address and improve attendance. Supports are provided by YCOE staff and community partners.

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.
Comments:	*There is a need to purchase the Child and Adolescent Needs and Strengths (CANS) Tool to better identify the needs of foster youth and care providers. (ME 5/14/19)



Alternative Education LCAP Highlights

May 28, 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 5

- **Truancy Reduction and Transition Services, Sample Actions Include:**
- **Home Visits/Family Engagement**
- **Staff and Family Training**
- **Coordination of Services with Agency, Business, and Educational partners**

Results:

- Over 50 home visits have been conducted



- Over 300 rides have been provided to students to and from school



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

➤ Provide students with a culturally responsive, relevant, curriculum

- Davis Culture Co-Op with Sandy Holman
- Sacramento Area Youth Speaks (SAYS) with Dr. Vajra Watson
- Dr. Victor Rios, professor, UC Santa Barbara
- Researching supplemental materials for 2019-2020



Reading ^{with} Relevance



CHARACTER
BASED
LITERACY



How?
Pedagogy
(SAYS)

**Culturally Responsive and Relevant
Curriculum & Environment**

Need/Why Change?
(Sandy Holman)

Delivery
Curriculum Units

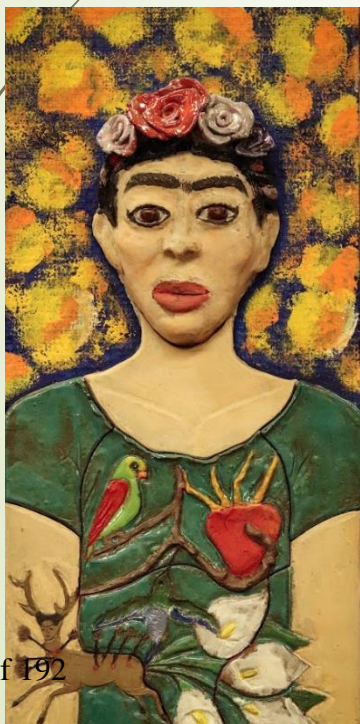
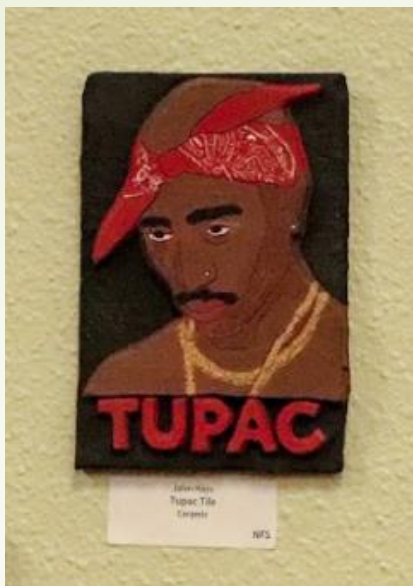


Goal 3:

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 2

- Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography.





Thank you
Any questions?

**Yolo COE
Regular Meeting
Tuesday, May 28, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

6. Suggested Future Agenda Item(s)

Type:

Procedural

Description:

1. Future meeting – Assembly bill 1505 – 1508. Trustee Yip will present to the Board
2. Future meeting - How do we insure ourselves (YCOE - Statement Certifying Insurance to Cover Assets purchased with certificates)
3. Future meeting - Trustee Souza Cole requested data on how many participate in the GED successfully in the Education program for Incarcerated adults (Monroe Detention Center)
4. Future meeting - Ms. Huey will attend the Fiscal Oversight Committee meeting in May 2019 and ask Trustee Moreno's question (per the April 26, 2019 Regular Board meeting) on investments. Trustee Moreno asked if Yolo County Office of Education could consider divesting from companies like Exxon, Well Fargo, B of A, Chase, and others that have impacted indigenous, people of color, and the planet. Trustee Moreno also requested a report on how much in total investments is YCOE and how much is in the general pot.
5. June 2019 – Yearly report on Local Planning Council for Childcare
6. September 2019 – YCOE Mission and Goals