



YOLO COUNTY BOARD OF EDUCATION SPECIAL BOARD MEETING

09/15/2020 04:30 PM

ZOOM VIDEO CONFERENCING

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AGENDA



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1. OPENING PROCEDURES

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1. Call to Order and Roll Call

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2. Pledge of Allegiance

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3. Approval of Agenda

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Motion to approve Agenda.

4. Public Comment

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Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically or otherwise electronically to all members of the public. Members of the public are encouraged to observe and participate in the Zoom teleconference. For those individuals who wish to make a public comment, please do so in the following manner:



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Please submit your google form by the Board meeting date. A moderator for the meeting will read your comments for the record.

Comments may not exceed three (3) minutes.

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AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

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- Four (4) calendar days prior to the meeting, a full Board packet is available for review on the Yolo County Office of Education website: www.ycoe.org



1. OPENING PROCEDURES

1. 1. Call to Order and Roll Call

1. 2. Pledge of Allegiance

1. 3. Approval of Agenda

Recommendation

Motion to approve Agenda.

1. 4. Public Comment

Quick Summary / Abstract

Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically or otherwise electronically to all members of the public. Members of the public are encouraged to observe and participate in the Zoom teleconference. For those individuals who wish to make a public comment, please do so in the following manner:

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Comments may not exceed three (3) minutes.

2. ACTION ITEMS

2. 1. Learning Continuity and Attendance Plan (LCP)

Description

In accordance with California Education Code section 43509, staff are presenting this completed Learning Continuity and Attendance Plan (LCP) for the Board of Education's approval. Staff can affirm that the plan conforms to the requirements laid forth in the instructions and all statutory requirements pertaining to adoption have been met.

Highlighted Changes:

1. Updated Budgeted amounts to reflect current information in the Distance Learning and Pupil Learning Loss sections.
2. Added .2 FTE Coordinator of Foster Youth, Homeless, and Mental Health Services as an action in the Pupil Learning Loss Section.
3. Added Unduplicated Pupil Percentage (76%) in the Increased or Improved Services Section
4. General checking for clarity, alignment, and spelling

Recommendation

It is staff's recommendation that the Board of Education adopt this Learning Continuity and Attendance plan.

Supporting Documents

 [-Final- 2020_Learning_Continuity_and_Attendance_Plan_Yolo_County_Office_of_Education.pdf](#)

Supporting Links

Education Code 43509 - https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=43509.&lawCode=EDC

Contact Person

Dr. Micah Studer, Executive Director of Equity and Support Services, Title IX Coordinator, will present this item.



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yolo County Office of Education	Micah Studer, Ed.D., CCTO Executive Director, Equity and Support Services	micah.studer@ycoe.org 530.668.3775

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As with many schools across the state, COVID-19 has impacted the students, families, staff, and communities of the Yolo County Office of Education in a significant way. The first major impact came in March when we notified families that, in an effort to slow the spread of the disease and out of an abundance of caution for the safety and well-being of our staff, students, and their families., we would be closing schools following the recommendations of our county health officials, Governor Gavin Newsom and State Superintendent of Public Instruction Tony Thurmond. This closure was followed up with a notification in April that we moved to a full distance learning environment through the remainder of the 19-20 school year.

In the summer, and in spite of the challenges presented by a distance learning environment, we were able to celebrate the work of our amazing students in obtaining their diplomas in accordance with health guidelines. As we celebrated, however, it became clear that the COVID-19 situation was evolving and we began to plan for numerous reopening scenarios including in-person, hybrid, and distance learning scenarios. At the forefront of our planning efforts were: student and staff health and safety, educational access and equity for all students, regular communication with all stakeholders, and compliance with federal, state, and local health orders and guidance from health experts.

This culminated in July with Governor Newsom’s announcement, mandating YCOE to open a school in August with a Virtual Distance Learning Model. This pivot to a focused model allowed us to prioritize the following:

- Daily live instruction and interaction with your student’s teacher;
- Every student having access to the Internet and technology to engage in daily instruction with their teacher;
- Targeted support services for students at risk of learning loss;

- Support staff providing support services for our students whether virtual or in-person for specialized services.

We recognize the significant impact this course of events has taken on our families, staff, and community. Specifically, we understand that for many of our students, our schools represent a place of safety and connection. In addition, we are mindful of the equity challenges faced by many of our students including but not limited to safe learning environments, adequate access to technology resources and support, food security, social-emotional wellbeing. It is our position that we will continue to monitor these challenges and provide a robust series of supports such that, to the greatest extent possible, our students will be able to succeed.

At this time, we do not yet know when the health conditions in our county will permit our programs to resume in-person instruction, nor do we anticipate a quick resolution. YCOE will continue to work in tandem with the Department of Public Health to provide support to our school districts and direction in our own programs based on our local conditions.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

As part of our planning for a return to school in the 20-21 school year, students, parents, and staff were given a survey that reflected on the lessons learned from the March-June Distance Learning event including strengths and weaknesses, social-emotional supports, communication, and suggestions for future Distance Learning Events. This survey was distributed in English and Spanish as well as distributing an "all-call" over the phone. Staff reached out to families individually who had not responded to the survey and students received an incentive for providing their input.

Survey data was aggregated using Google Forms and Sheets and presented to stakeholder groups including the Parent Advisory Committee and English Learner Advisory Committee.

Additionally, ongoing meetings are held weekly to continue planning for the 20-21 school year and respond to any new information or circumstances that have arisen.

Statutory Requirements:

This draft plan was brought to the Parent Advisory Committee on 08/06/2020.

This draft plan was brought to the English Learner Parent Advisory Committee on 08/06/2020.

The Superintendent for Public Instruction responded in writing to the feedback from the committees on 08/31/2020

The draft plan was posted prominently on the LEA website on 08/20/2020-08/31/2020.

The draft plan was presented to the Yolo County Board of Education on 09/08/2020.

The final plan is scheduled to be adopted by the Board of Education on 09/15/2020.

[A description of the options provided for remote participation in public meetings and public hearings.]

Per Governor Newsom's Executive order N-29-20, all meetings subject to the Brown Act were held remotely with agendas, minutes, and packets posted digitally in accordance with Yolo County Office of Education's board policy. All school-site based meetings exempt from the Brown Act were held in a virtual format with minutes kept physically on file in accordance to the site's policies.

[A summary of the feedback provided by specific stakeholder groups.]

The feedback we received from stakeholders centered on five key areas:

1. Learning Environment: Of prime concern was the environment in which the students engaged in distance learning. We were able to provide devices and connectivity, however, an adequate learning space including appropriate seating, workspace, and lighting was not always available. Our school represents some of the safest environments for our students. Concerns about community violence, COVID-related illness, and access to necessary resources occupy the minds of our students. Students experienced an increase in family obligations such as caretaking for younger siblings and older family members. While some students tended to struggle more when parental units were away from the home resulting in a less structured environment, other students reported experiences and over saturation of family members as multi-generational and extended families resided in their home. All of these challenges resulted in difficulty finding a productive environment in which to engage in distance learning. These challenges only compounded when taken in light of the financial stress due to the loss of housing that our families experience.
2. Academic engagement: Some students were able to work independently. However, many of our students struggled with motivation, resilience, and other external factors that prevented meaningful engagement unless supervised by a parental unit or contacted by a staff member. We did see that students who were in range to graduate demonstrated and increased motivation as demonstrated by our number of graduates, but our freshmen and sophomores tended to struggle more in this area. Students who struggled in an in-person environment tended to struggle more in a distance learning environment.
3. Social-emotional wellbeing- A huge area of success was the mobilization of our support staff including our paraeducators, student advocates, teachers, counselors, and administration in making frequent, meaningful, and timely connections with our students. These interactions were aimed and to a large degree successful in helping our students feel connected to the school in spite of the circumstances. During the spring, we were able to have meaningful contact with 100% of students.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on this feedback, we have made the following modifications to our offerings:

1. We will continue to provide resources for our students and families in the form of devices and connectivity, as well as partnering with community organizations to provide additional community-based supports for families in need.
2. Certificated and classified staff will provide students and their families multiple opportunities for meaningful engagement during each school day. This includes wellness checks by support staff who will provide weekly check-ins for our students.
3. We will offer strategic on-site support to our students who are most at risk of learning loss or most in need of targeted interventions. These interventions would look like home visits, on-site behavioral and mental health counseling, coordination of community-based services, delivery of Individual Education Program (IEP) services that would not be provided remotely, and other enrichment activities. Academic supports could include one-on-one tutoring, technical support, academic counseling, Individual Learning Plans, and other supports as deemed necessary by staff and approved by administration.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

To the greatest extent possible, it is the intention of the YCOE to provide in-person instruction whenever it is both safe and practicable to do so. On July 17th, 2020, Governor Newsom ordered that schools in counties on California’s monitoring list may not physically open for in-person instruction in the fall. Since Yolo County Office of Education resides within the boundaries of Yolo county, which is on California’s monitoring list, the district opened in a Distance Learning structure. On August 28th, 2020, Governor Newsom announced new four-tier reopening guidelines for businesses and schools based on case rates and test positivity rates. This system replaces the State’s County Monitoring list. Currently, Yolo County is in Tier 1, Purple Tier, which is the most restrictive of the tiers. Counties are required to stay in their tier for a minimum of 21 days. According to this new system, schools may begin to re-open for in-person instruction after the County has been in the Red Tier, for 14 days. This is a brand new system and we will continue to work closely with Yolo County Public Health Department to learn more about the metrics and to make decisions about a phased return to campus when conditions are safe. At such a time as we are cleared to offer in-person instruction, we will align our practices with the most current state and local health guidance, utilizing such measures as providing staff with personal protective equipment (PPE), implementing social distancing guidelines, and increasing sanitation measures in occupied spaces. We retain our commitment to a high-quality educational experience that focuses on providing target supports to students based on needs assessments and look forward to the time that we can safely welcome our students back to our campuses. For more information about county-wide reopening guidance, please reference the Yolo County Schools Roadmap to Recovery Task Force publication linked on the homepage of the Yolo County Office of Education website at <https://www.ycoe.org> or view the current

publication dated June 25th, 2020 at <https://bit.ly/YoloRoadmap>. The Yolo County Schools Roadmap to Recovery Task Force will be convening as needed to update the reopening recommendations based on the most currently available guidance.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Acquisition of personal protective equipment.	\$150,000	No
Acquisition of additional sanitation supplies.	\$25,000	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Using a case-management model, all students will be assigned to a certificated instructor who will be responsible for ensuring student engagement, access to courses, and coordinate access to additional supports as needed. In addition, students will also be assigned to classified and support staff for academic and social-emotional supports on a regular basis. To ensure students have access to a rigorous set of courses, a master schedule has been created with each student receiving a schedule that includes 240 minutes of instruction daily which is specifically tailored to their academic needs. Students would be supported by a cohort lead teacher as well as support staff for case management purposes. Since it is unclear when or if we will be able to leverage such a model for the 2020-2021 school year, the actions listed in this section will refer to intervention and enrichment strategies that will be implemented in person, regardless of whether or not we are in an in-person or distance learning modality as an organization.

In order to align resources, the staff has examined both the credits earned from last school year as well as data from our Renaissance Assessment System for English and Math to create a list of students who are at risk of learning loss. This list will be shared and analyzed by support and teaching staff to design and provide targeted intervention strategies as part of their case management such as one-on-one tutoring, home visits, or resources from one of our community agency partners for wrap-around supports.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Yolo County Office of Education has partnered with T-Mobile to provide all students a Chromebook and hotspot as needed based on staff assessment or student request. The student's case manager will regularly check-in with the student to ensure that all necessary technology is available and functioning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using the Zoom teleconferencing software. Teachers and case managers will leverage our two learning platforms, Google Classroom and Edgenuity, to assign coursework, track student course progress, credits earned, and verify student participation. All asynchronous work will be crafted with a time-to-value schoolwork rubric to ensure the minimum of 240 minutes are achieved each day. Staff will complete a student engagement log to verify this engagement and instructional minutes as well as to identify students who are at-risk for learning loss.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All teachers will be offered targeted professional development in distance learning strategies using The Distance Learning Playbook by Corwin Press. This will provide the framework for engagement and instruction during a Distance Learning event. In addition to this training, staff are being trained in Agile Mind, Google Classroom, Reading with Relevance, and Zoom tools. The purpose of these targeted trainings is for staff to be able to offer robust content in both hybrid and Distance Learning environments.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Our staff will not be taking on new roles or responsibilities as a result of Distance Learning. They will continue to provide the same level of care, relationship, and instruction as they would in a traditional classroom environment. The substantial difference will be in work conditions and method of delivery.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

When at all possible and with respect to the safety and well-being of our staff and students in mind, we will provide supports for students in a virtual manner. However, when a need is significant enough or there is no viable virtual option, we will provide on-site supports for students with exceptional needs. In addition, we will be regularly monitoring students' social-emotional well-being to quickly identify and provide

supports as needed. We will be coordinating with our Coordinator of Foster Youth, Homeless, and Mental Health Services to provide our students with housing insecurity with LEA and community resources as well as monitor and provide supports to our Foster Youth as part of our planning and implementation processes.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Student technology acquisition including Chromebooks and hotspots for all students.	\$10,886	No
Curriculum with flexible (both synchronous and asynchronous) online curricular offerings including: Reading with Relevance, Agile Mind Math, Edgenuity, NewsELA (English Language Arts, Social Studies, Science) and teacher embedded lessons via Google Classroom.	\$57,178	No
Targeted professional development opportunities for staff including: Google Classroom, ZOOM, Youtube, Trauma-informed Practices, Distance Learning Playbook.	\$94,563	Yes
Participate in the Yolo County Positive Behavior Intervention and Supports (PBIS) consortium to develop and implement an appropriate PBIS model for distance learning.	\$500	Yes
Student at-home learning supports including but not limited to such items as: student engagement and response tools, calculators, rulers, writing utensils, etc.	\$3000	Yes
Staff technology acquisition including, webcams and headsets with built-in microphones, to ensure staffs' ability to host online learning spaces both at the school site and in a home office.	\$210,654	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In order to align resources, the staff have examined both the credits earned from last school year as well as data from our Renaissance Assessment System for English and Math to create a list of students who are at risk of learning loss. This list will be shared and analyzed by support and teaching staff to design and provide targeted intervention strategies as part of their case management such as one-on-one tutoring, home visits, or resources from one of our community agency partners for wrap-around supports.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Since the predominance of YCOE students are identified as Low-income, Foster Youth, or English Learners, student needs are individually assessed to provide targeted supports. Some examples of targeted supports are listed below.

English Learners

Across all of our programs, support is provided to students and their families in their home language to ensure the coordination of appropriate supports. In addition to these supports, our students receive academic support appropriate to their individual needs. Students additionally engage in courses with integrated English Language Development (ELD) support as well as maintaining access to designated ELD courses through Edgenuity.

Countywide Coordination of Services for Foster and Homeless Youth:

The Foster and Homeless Youth Education Program is providing continued case management services to students and families through weekly check-in calls. The team is assessing the student and family's needs and making referrals to community resources as appropriate (housing, food, mental health, and technological resources). The program is working with Local Education Agencies (LEAs), Counties (including Yolo County Office of Education), and community partners to support interagency collaboration, school stability, and information sharing. The Foster Youth Services Coordinating Program (FYSCP) has transitioned to supporting transitional age youth Individual Learning Plans (ILP) through weekly Zoom workshops.

Low-Income Students

We continue to assess and provide targeted support to low-income students tailored to their specific needs. Across the board, learning resources are made available, free of charge, to all families. In addition, our teams are providing delivery of instructional materials for students who may be unable to pick up materials or face other challenges in accessing the Distance Learning Curriculum. In addition, our Early Childhood Education program partners with our local food bank to deliver groceries to families who face transportation challenges. For our Alternative Education Program, students are provided with Chromebooks and hotspots to access the digital learning curriculum. For our

regional special education programs, specialized resources are being made available to students through the Individualized Education Plan process.

Students with Exceptional Needs

Linguistically appropriate goals are embedded in the IEP along with appropriate ELD strategies. In addition, specialized resources are being made available to students through the Individualized Education Program process.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of these strategies will be measured three ways:

1. Ability of students to earn credits towards graduation through as measured by transcript audit at the end of each grading period or upon successful completion of graduation requirements.
2. Student engagement logs demonstrating active engagement with our schools as measured by the student engagement log and assessed by student engagement team on a weekly basis.
3. Monitoring of daily attendance through Aeries and tracked by administration to rapidly identify students meeting or exceeding the 60% threshold of absences.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Contract with local agency to provide a social worker to support students and families struggling during this pandemic. This individual will offer "wrap-around" support to connect students and families to community resources.	\$62,230	Yes
Provision of a mental health therapist to offer targeted social emotional and therapeutic services support to students and families.	\$26,000	Yes
Expanded services provided by a classified staff to provide transportation, translation, and student support services to students and families identified by the student engagement team.	\$110,000	Yes
Support staff technology acquisition including laptops to ensure support staff are able to provide support services on site or in a home office setting.	\$22,775	Yes

Description	Total Funds	Contributing
Provision of a .2 FTE Coordinator of Foster Youth, Homeless, and Mental Health services to coordinate targeted social and mental health services.	\$28,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Students

At the core of our strategy are the strategies of connectedness and relationships. Each certificated case manager is expected to be the first line of identification of any student who may be experiencing signs of trauma or distress. Individual case managers will collaborate with the school counselor, mental health therapist, and administration to discuss students who may be in need of additional supports beyond what the case manager is able to provide. Depending on the severity of the circumstance, home visits or collaboration with a county agency partner may be leveraged to meet the needs of the student.

Staff

Our staff participated in a Social-Emotional Learning Professional Learning Network where they developed strategies to support the social-emotional and mental well-being of students. They will continue to participate in this learning network for the 20-21 school year. In addition, the Mental Health Therapist will provide ongoing training and support to staff on trauma-informed care and strategies as part of our ongoing staff development.

We recognize that staff will be in need of additional care not only for the change in the work environment but also because we understand the impact of secondary trauma. The administration will be conducting both group and individual check-ins on staff which will provide opportunities for staff to discuss their experiences. At the beginning of the year and based on these check-ins, the administration will share mental health resources and supports accessible through our human resources department.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Built into the master schedule for each day is time allocated for student check-ins where case managers will check in with students who did not engage during that day. In addition, the youth advocate, school counselor, and administration will track student engagement and provide intensive tiered interventions to students who have missed more than 60% of instructional days during any given week. These interventions include home visits, phone calls, parent contacts, wellness checks, and collaborating with county agency partners.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During Distance Learning, students attending a YCOE Alternative Education program will be provided meals free of charge by the district of residence in each community throughout Yolo County. Meal locations and times are publicized on the Yolo County Office of Education website. Once in-person instruction resumes, students will be provided meals free of charge from our partnership with Woodland Joint Unified School District. These meals will be individually packaged, delivered, and consumed in accordance with local health guidelines.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	There are no additional actions to include in this section.	N/A	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.99%	\$356,247

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Seventy-six percent of Yolo County Alternative Education Youth fall within unduplicated student groups. As such, the Yolo County Board of Education publicly presented the Superintendent's Base Program Resolution on 08/11/20 which defined the core instructional program available to all students in the Yolo County Office of Education's Alternative Education programs. Utilizing this resolution, we were able to delineate which actions constitute increased or improved services above what is available to all students. The following actions or services are provided on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

Expanded Supports- We will be offering social services along with mental health services to all students since we know that our foster youth and socio-economically disadvantaged populations are vulnerable to trauma-inducing environments which will most likely have been exacerbated by the conditions created by COVID-19. Providing these expanded health services will be able to connect students and their families with community-based resources as well as timely mental health supports should they need them. In addition, we will be providing two classified staff members who will be part of our student engagement team to provide timely intervention to students at risk of learning loss, knowing that our foster youth, English learners, and low-income students are in the population that are most likely to disengage from the educational process because of a variety of factors. Taken together, these customized supports will ensure that our foster youth, English learners, and low-income students are well-positioned to engage in our educational system, leading to increased academic outcomes.

Increase Technology Acquisition- Looking at the needs of our foster youth, low-income, and English learners, it is clear that the LEA needs to be able to fill in the equity gap presented by students and staff who are unable to connect in a distance learning environment through either limited connectivity or substandard devices. By acquiring technology to meet the need of students and staff, we are ensuring the infrastructure upon which distance learning is built by positioning ourselves to respond to the digital learning needs of our foster youth, low

income, and English learners. While we know these needs may exist across all students, they are most pronounced in our unduplicated student populations.

Professional Learning Opportunities- by offering targeted professional learning opportunities to staff targeted at Positive Behavior Interventions and Supports (PBIS), Trauma-informed care in a distance learning environment, distance learning pedagogy, social-emotional learning, and others, we are preparing our staff to identify to specifically respond to the unique needs of our unduplicated student populations. These training opportunities will support the work of our student engagement team who are part of our distance learning Multi-Tiered System of Support (MTSS) structure and will ensure that our students are engaged and supported. By strategically supporting and providing interventions, we believe our students will have the best possibility of achieving their academic goals. In addition to the support services training, our instructional staff will receive training in culturally responsive pedagogy, ELD strategies, and adaptive mathematics to provide our English learners with the broadest access to the curriculum possible.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Seventy-six percent of Yolo County Alternative Education Youth fall within unduplicated student groups. As such, the Yolo County Board of Education publicly presented the Superintendent's Base Program Resolution on 08/11/20 which defined the core instructional program available to all students in the Yolo County Office of Education's Alternative Education programs. Utilizing this resolution, we were able to delineate which actions constitute increased or improved services above what is available to all students.

In addition to the supports listed above, we have a robust culturally responsive curriculum that leverages our partnership with Reading with Relevance, Edgenuity, NewsELA, and targeted professional learning opportunities to embed culturally responsive curriculum and English Learner Development (ELD) strategies across the curriculum, making it both accessible and engaging. For English learners experiencing difficulties accessing the curriculum, we will provide both distance learning and on-site targeted interventions within the county health guidance to ensure that students have a robust series of supports.

In order to support our low-income and foster youth families, we offer transportation services that allow families to access community resources or agencies as well as transportation to and from the school to engage in the school-related business including but not limited to the delivery of academic materials.

A robust series of supports for students is available including counseling and mental health services in addition to our partnership with community agencies such as Communicare to provide specialized services. This includes our newly appointed Coordinator of Foster Youth, Homeless, and Mental Health Services. Within the capacity of this position will lie the coordination of the continuum of services as well as coordination of Foster Youth Services for YCOE students.

Using the above strategies and taking into consideration the expenditures incurred therein, we both qualitatively and quantitatively meet the increased or improved service percentage of 7.99%.



3. INFORMATION AND DISCUSSION ITEM

3. 1. Yolo County Board of Education Self-Evaluation

Description

Attached is the Yolo County Board Self-Evaluation Report that will be discussed during this agenda item.

Recommendation

For information and discussion.

Supporting Documents



[Yolo COE_CSBA Board Self-Evaluation Report_June 2020.pdf](#)

Contact Person

This item will be presented by President Carol Souza Cole.

CSBA Board Self Evaluation Report for Yolo County Office of Education

This board self-evaluation report is provided to member districts by the California School Boards Association. The information contained in this report is preliminary; it is the first step in the board self-evaluation process. Board members will need to set aside time at a board meeting to discuss the results of the evaluation, their individual assessments of the board's progress toward their goals, and how the board might best improve board performance.

Data collection and report distribution

Each board member used an online self-evaluation form to record their individual thoughts; board members did not have access to each other's responses. CSBA provided this report to the district with CSBA's recommendation that it be distributed to board members through the district's regular process for distributing board meeting agenda and materials.

What does the report mean?

This report is a record of individual perceptions at the time board members took the survey. The report indicates the range of their perceptions. However, these are only perceptions, not facts. The purpose in collecting and organizing these perceptions is to give the board a starting place to have an effective conversation about their governance work.

Why do school boards evaluate themselves?

CSBA believes the board self-evaluation can strengthen board performance and lead to improved district performance and greater community confidence in the board and the district. Board self evaluation is an important responsibility for the board for three reasons:

1. *School boards evaluate themselves to demonstrate that districts leadership is committed to continuous learning at every level.* To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.
2. *School boards evaluate themselves to create a culture of using feedback to get better.* If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create the culture that makes it safe to reflect on performance in order to improve it.
3. *School boards evaluate themselves to demonstrate accountability to the community that elected them.* As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

At CSBA, we hope these results will help your board model continuous improvement, create the culture of reflecting on performance, and engage the community more fully in the challenge and the importance of school district governance. Good luck.

How to use your *Board Self-Evaluation Results*







When?

The board should schedule a special open-session conversation/discussion meeting to review the results of this survey.

Guide to the Report

The report provides the board with perception data - how trustees individually perceive the board's effectiveness. The range of scores across topics will help the board identify areas in which board members might achieve greater collective clarity in fulfilling their governance responsibilities. The results are color-coded for ease of interpretation.

Color	Distribution of Ratings	Implications
	All board members rated this item as <i>Almost Always</i> or <i>Often</i>	A strength for all members
	A majority of board member rated these items as <i>Almost Always</i> or <i>Often</i>	A strength for majority of members
	A majority of board member rated these items as <i>Less Often</i> or <i>Rarely</i>	An area of growth for majority of members
	All board members rated this item as <i>Less Often, Rarely, or Not Sure</i>	An area of growth for all members

The board can improve its cohesiveness by discussing the range of responses, learning each member's rationale for his/her ratings. In some cases, the board may find that members have different expectations for what deserves an 'Almost always' vs. an 'often,' but that there is general agreement on how the board is performing.

How to structure the board conversation

As the board discusses these results, remember a few critical points:

- The report displays a range of perceptions, *not facts*.
- Focus your discussion on what matters most.
- Each member should practice empathetic listening and work to understand the views of other board members.
- It's okay to differ in opinion; you don't always need to agree, but *you do need to understand*.

Step 1: Confirm the strengths. (Green)

Step 2: Confirm the areas for growth. (Red)

Step 3: Identify areas where perceptions are mixed. (Blue or Yellow)

Step 4: Focus.

From the results from steps 2 and 3 above, the board should agree on the three to five most important areas for improving board performance. The board should answer the question: *Which areas of improvement will be most beneficial to the board and the district?*

Step 5: Set goals.

Set specific, measurable, time-bound goals with success indicators for improving board performance in each area.

Step 6: Schedule board development workshops throughout the year and add them to your Governance Calendar.

If you would like help: CSBA's *Governance Consulting Services* provides board development coaching and guidance. If you would like to discuss how these services can be tailored to meet your particular needs, please call us at 916-669-3293 or to request a board self-evaluation visit <http://bse.csba.org>.

Board Self-Evaluation Result

Yolo COE



1. Conditions of Effective Governance

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Board unity						
1. The board is focused on achievement for all students.		4	1	0	0	0
2. The board is committed to a common vision.		4	1	0	0	0
3. The board stays focused on district priorities.		2	2	0	0	1
4. The board works well together.		3	2	0	0	0
5. The board commits the time to become informed.		0	4	1	0	0
6. Individual board members do not undermine board decisions.		3	2	0	0	0
Roles and responsibilities						
7. Board members agree on the role and responsibilities of the board and the superintendent.		3	2	0	0	0
8. Board members follow board agreements regarding speaking for the board.		1	4	0	0	0
9. Board members keep confidential matters confidential.		5	0	0	0	0
10. The board gives direction to the superintendent only at board meetings.		3	2	0	0	0
11. Individual board members do not attempt to direct the superintendent.		2	2	0	0	1



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

1. Conditions of Effective Governance

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Board culture						
12. The board treats the superintendent with respect.		5	0	0	0	0
13. The board manages internal conflicts in a productive manner.		3	2	0	0	0
14. Board members follow agreements on how they will act towards each other.		3	2	0	0	0
15. Board members treat each other with respect.		4	1	0	0	0
16. Board members demonstrate they understand other perspectives.		3	1	1	0	0
17. Board members usually discuss questions about agenda items with the superintendent prior to the board meeting.		2	1	0	0	2
Board operations						
18. The board governs within board-adopted policies, bylaws and protocols to manage board operations.		4	1	0	0	0
19. Board members receive timely information.		2	2	1	0	0
20. Board members receive adequate information.		2	2	1	0	0
21. All board members receive the same information.		3	2	0	0	0
22. Board members follow agreements about how to request clarifying or additional information about agenda items.		1	4	0	0	0
23. Board members follow agreements on how to bring up new ideas.		2	2	0	0	1
24. Board members follow agreements on how concerns from the community will be handled.		0	5	0	0	0



A strength for most members



A strength for simple majority



Area of growth for simple majority






Area of growth for most members

1. Conditions of Effective Governance





Number of members responded

Almost Always	Often	Less Often	Rarely	Not Sure
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Board meetings

25. The board agrees on the role of the board president in managing board meetings.		4	1	0	0	0
26. Board meeting agendas reflect district priorities.		4	0	1	0	0
27. Board members come to meetings prepared.		1	4	0	0	0
28. The board effectively uses data in its decision-making.		2	2	0	1	0
29. The board confines its meetings to a reasonable length of time.		2	2	0	1	0
30. There is a good relationship between how long the board spends on an agenda item and the importance of the item.		2	3	0	0	0
31. The board effectively manages community input at board meetings.		1	3	0	1	0

Board development

32. The board agrees on the process for identifying officers.		3	1	0	0	1
33. The board plans for the development and training of the board.		1	3	0	1	0
34. The board effectively orients new members.		0	4	0	1	0
35. The board reviews its governance agreements regularly.		1	1	2	1	0



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

2. Board Responsibilities

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Setting direction						
36. The board provides opportunity for community input when developing the district's mission, core beliefs and vision.		0	3	1	0	1
37. The board adopts long-range priorities.		0	3	1	1	0
38. The board uses the district's mission, core beliefs and vision to drive district performance.		4	1	0	0	0
39. The board adopts clear and measurable indicators to assess district performance.		0	2	2	1	0
Structure						
40. The board adopts a fiscally responsible budget aligned to the district's vision and goals.		3	1	0	0	1
41. The board regularly monitors the fiscal health of the district.		3	1	1	0	0
42. The board has an effective process to review, revise and adopt policies.		3	1	1	0	0
43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals.		1	0	0	2	2
Support						
44. The board demonstrates commitment to district priorities and goals.		2	2	0	0	1
45. The board demonstrates support for the superintendent in carrying out board directives.		3	2	0	0	0
46. The board is represented at key district events.		1	3	0	1	0
47. The board celebrates district accomplishments.		3	1	0	0	1



A strength for most members



A strength for simple majority














Area of growth for simple majority



Area of growth for most members

2. Board Responsibilities

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Accountability						
48. The board monitors student progress against established benchmarks.		0	3	1	0	1
49. The board monitors progress towards district goals based on established success indicators.		0	3	1	1	0
50. The board monitors the implementation of the adopted budget.		1	2	1	1	0
51. The board monitors the implementation of board policies.		0	4	1	0	0
52. The board evaluates the performance of the board.		0	1	3	1	0
53. The board evaluates the performance of the superintendent based on established expectations.		0	1	2	2	0
Community leadership						
54. The board uses cohesive messages to communicate district priorities, goals and needs.		1	3	0	0	1
55. The board provides community leadership on educational issues.		0	3	1	1	0
56. The board pursues partnerships to support district efforts.		1	3	1	0	0
57. The board advocates on behalf of students and public education at the local, state and federal levels.		3	1	1	0	0
58. The board informs the community on district priorities, progress, needs and opportunities for involvement.		0	4	0	1	0



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

4. ADJOURNMENT
