



**YOLO COUNTY BOARD OF EDUCATION REGULAR BOARD
MEETING**

09/08/2020 04:30 PM

Yolo County Office of Education
ZOOM VIDEO CONFERENCING
Open Session - 4:30 PM

AGENDA



Scan the above QR code with your phone to view this meeting on your phone.
The Yolo County Office of Education's vision is to be a *model of excellence in educational service, innovation, and impact.*

BOARD MEMBERS

- Carol Souza Cole, President
- Matt Taylor, Vice President
- Melissa Moreno
- Shelton Yip
- Tico Zendejas

This meeting is being agendized to allow Board members, staff and the public to participate in the meeting via teleconference, pursuant to the Governor's Executive Order N-29-20 (March 17, 2020).

Teleconference options to join Zoom meeting:

OPTION 1: COMPUTER: Using a computer or Mobile Phone:

Click this link (this is the easiest and fastest): <https://ycoe.zoom.us/j/5306686700?pwd=SzMyZG1OenJhdWtnVnBtNnYreHYyZz09>

Join Zoom Meeting Here: <https://zoom.us/join>

...and enter Meeting ID: 530 668 6700 Password (If using Computer or Mobile Phone Zoom App): countymtg

OPTION 2: PHONE: Using a traditional phone or cell phone:

Dial by Phone: +1 669 900 6833 Meeting ID: 530 668 6700 Password: 877269

1. OPENING PROCEDURES	6
1. Call to Order and Roll Call	7
2. Pledge of Allegiance	8
3. Approval of Agenda Motion to Approve Agenda.	9


4. Public Comment	10
<i>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. (information to access meeting is on the agenda).</i>	
<i>For those individuals who wish to make a make a public comment, please do so in the following manner:</i>	
<i>Zoom meeting chat feature.</i>	
<i>or</i>	
<i>online by google form:</i>	
https://docs.google.com/forms/d/e/1FAIpQLScxyl6GvazAzBA7nUY174MngxFpGGilkd6Jo2AiX5kQjikuHg/viewform	
<i>A moderator for the meeting will read your comments for the record.</i>	
2. REPORTS	11
1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)	12
a. Board Reports	
b. Superintendent	
c. Superintendent's Advisory Team	
d. Committees	
For Information.	
2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public)	13
3. 2020 Mini-Grant Presentations	14
Deaf Coach Program – Kate Boyd, Educational Interpreter	
Wellness, Inclusion and Nutrition Program – Cory Wiegel, Teacher, Adult Living Skills-2	
TeachTown – Mike Jackson, Teacher, Secondary Autism, Greengate	
4. CONSENT AGENDA	28
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:	


Approval of Minutes:

- a. August 11 , 2020
- b. Temporary County Certificates (August 2020)
- c. 2020 YCOE Excellence In Education (EIE) Award Recipients

5. A PUBLIC HEARING WILL BE CONDUCTED TO RECEIVE COMMENT FROM PARENTS, TEACHERS, MEMBERS OF THE COMMUNITY, AND BARGAINING UNIT LEADERS REGARDING THE STIPULATION OF THE STATE INSTRUCTIONAL MATERIALS PROGRAM, AND THE SUFFICIENCY OF INSTRUCTIONAL MATERIALS IN THE YOLO COUNTY ALTERNATIVE EDUCATION PROGRAMS, GRADES 9-12, FISCAL YEAR 2021-21. 42


6. ACTION ITEMS 43


1. Instructional Materials Resolution  44
 It is staffs' recommendation that the board adopt resolution #20-21/07.

2. RESOLUTION #20-21/08 Anti-Bullying Month (October 2020)  48
 The Board is being asked to take action on Resolution #20-21/08: Anti-Bullying Month (October 2020) .

7. A PUBLIC HEARING WILL BE CONDUCTED TO SOLICIT RECOMMENDATIONS AND COMMENTS FROM THE PUBLIC REGARDING SPENDING REGULATIONS FOR SUPPLEMENTAL AND CONCENTRATION GRANTS; TO NOTIFY THE PUBLIC OF THE OPPORTUNITY TO COMMENT REGARDING THE SPECIFIC ACTIONS AND EXPENDITURES TO BE INCLUDED IN THE LEARNING CONTINUITY AND ATTENDANCE PLAN; TO DEMONSTRATE TO THE PUBLIC HOW THE COUNTY OFFICE OF EDUCATION INTENDS TO MEET ANNUAL GOALS FOR ALL PUPILS WITH SPECIFIC ACTIVITIES TO ADDRESS STATE AND LOCAL PRIORITIES AND TO COMPLY WITH EDUCATION CODE SECTION 43509 51





8. INFORMATION ITEMS 52

1. Draft Learning Continuity and Attendance Plan  53
 This item is presented for information only at this time. It is staffs' intention to bring this item back to the Board of Education for formal adoption at the special board meeting on 09/15/2020.

2. Head Start/ Early Head Start Reports  71
 The following reports are being presented to the Board as information:

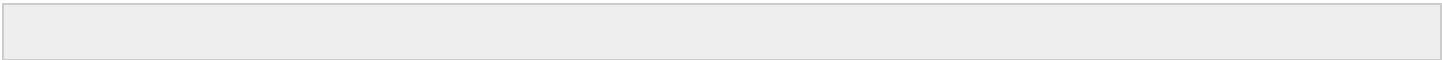
- a. Enrollment update - this is a standing report to the Board
- b. Program - this is a standing report to the Board
- c. Financial Reports - this is a standing report to the Board
- d. Policy Council Meeting Agenda - this is a standing report to the Board
- e. Policy Council Meeting Minutes - this is a standing report to the Board

3. Williams Annual Report  96

4. Disposition of Surplus Equipment 	120
For information.	
5. First Reading of Board Policies - 6000 Series 	122
The language in Administrative Regulation 6178 - Career Technical Education has been updated.	
Administrative Regulation 6178 is being presented for information only.	
6. 2020-21 YCOE Organizational Charts 	138
7. Distance Learning Update 	156
This item is being presented for information only.	
8. Suggested Future Agenda Item(s)	182
9. ADJOURNMENT	183

AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

- For disability related accommodations, please contact the Yolo County Office of Education - Superintendent's office at (530) 668-3702, at least three (3) working days prior to the scheduled meeting.
- For translation services, if joining the meeting via Zoom, please check the box to Enable Language Interpretation for the meeting.
- 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. (information to access meeting is on the agenda).

For those individuals who wish to make a make a public comment, please do so in the following manner:

Zoom meeting chat feature.

or

online by google form:

<https://docs.google.com/forms/d/e/1FAIpQLScxyl6GvazAzBA7nUY174MngxEpGGilkd6Jo2AiX5k>

A moderator for the meeting will read your comments for the record.

Comments may not exceed three (3) minutes.

2. REPORTS

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

Quick Summary / Abstract

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

Recommendation

For Information.

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

3. 2020 Mini-Grant Presentations

Quick Summary / Abstract

Deaf Coach Program – Kate Boyd, Educational Interpreter

Wellness, Inclusion and Nutrition Program – Cory Wiegel, Teacher, Adult Living Skills-2

TeachTown – Mike Jackson, Teacher, Secondary Autism, Greengate

Supporting Documents



[Deaf Coach Program Update.pdf](#)

Deaf Coach Program Update



Kate Boyd, Educational Interpreter

What do Deaf coaches do to help families?

- Individualized family support
- In home visits
- Role models
- Teach sign language
- Communication strategies
- Relationship building



Why are Deaf coaches important?

- Many parents have never met a deaf person
- Serve as a connection to Deaf community
- Specialized training
- Unique perspective
- Provide specific, individualized support
- Native user language model



Participation Numbers

Coaches: **4**

Families: **6** (with 3 incoming families for the fall)

Total visits: **39**

Facts and Figures

Funding Available: Combination of up to **\$3000** in special ed money and **\$1800** in mini-grant funds.

Final Costs: **39 visits - \$2,340**
 Mileage - \$150.00

MEET THE COACHES





Sarah Waegli - Deaf Coach for 2018/19 and 2019/20



Alexandra Mutti - Deaf Coach for 2019/20

FAMILY EXPERIENCES





Carmen - parent of an infant with a severe hearing loss

“Before the program, Julian did not know how to communicate through sign, and now he loves it...We could see how he was reacting to his teachers speaking to him through sign language. We thought having a Deaf Mentor helping and teaching us would be important, because it helped us learn how to speak with our son in a different way. We think having this program where mentors teach families is important and...We as a family are learning day by day, and having a teacher in the comfort of our home is wonderful. When Julian is unable to hear us speaking certain words, now we fill in the blanks with sign language. It helps our son understand and know his parents are learning and trying. Ms. Sarah has been a huge help to our family, and we appreciate all the time and patience she’s given. We don’t know where we would be if it wasn’t for her. Ms. Sarah and the program are great, helpful, and exciting. We thank her and all the teachers for helping us communicate in a different way with Julian.”

Bianca and Keith - parents of a preschooler who is hard of hearing and has a language delay

“The Deaf coach mentor program was a wonderful experience for our family. Having Lianne come to our household and help us bridge the sign language gap with our son was a blessing... Everything we learned made us more proactive in ASL for our family. I truly believe the Deaf coach mentor is an absolutely great program and resource for any family to have available.”

Saul - parent of a deaf elementary student with severe language delay

Recommendations for 2020-2021 Based on Parent and Coach Feedback

Begin program in August to help families get into the routine.

Continue coaching services through the summer for infant families.

Increase funding to allow families more visits per year based on need.

Provide additional opportunities for connection for families during this time.

WHAT NEXT ?

4. 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:

Approval of Minutes:

- a. August 11 , 2020
- b. Temporary County Certificates (August 2020)
- c. 2020 YCOE Excellence In Education (EIE) Award Recipients

Supporting Documents

-  [8-11-20 Draft Minutes.pdf](#)
-  [TCC's August 2020 24 totals.pdf](#)
-  [ANNOUNCING THE YCOE 2020 EIE AWARD RECIPIENTS AND SALUTE TO EDUCATORS.pdf](#)

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: August 11, 2020
MINUTES

1.1 OPENING PROCEDURES

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on August 11, 2020 at 4:32 p.m. in Regular session on a Zoom conference call. Board Members present were: Melissa Moreno, Carol Souza Cole, Matt Taylor, Shelton Yip and Tico Zendejas. Trustee Souza Cole presided. Superintendent Garth Lewis was present. (Roll Call held).
- 1.2 Pledge of Allegiance. The pledge of allegiance was conducted.
- 1.3 Approval of Agenda. President Souza Cole requested that Item #12 *Interdistrict Transfer Appeals* be moved after Item #6 *ADA Report*.

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

1.4 Public Comment.

Pam and Tracy Gonzales followed up on the status of Native American professional development in Yolo County. Superintendent Lewis thanked them for following up and their offer to support and reaffirm Native American teachings for staff. Superintendent Lewis has spoken with Yocha Dehe representative, Omar Carrillo, on how best to approach and engage with the nation on a partnership. The Yolo County Office of Education (YCOE) is currently preparing a letter that would have the professional development request and partnership on tribal council's agenda and share the concept/idea for a future meeting. The goal and hope is to offer an event or series as an opportunity for professional learning for teachers in November to coincide with Native American History month. Superintendent Lewis will provide a status of progress with this issue at the September Board meeting. Ms. Gonzales stated that not everyone who attended last year's Native American History month was with Yocha Dehe and Superintendent Lewis requested contact information be sent to him to discuss this initiative further with members of other nations.

Juliette Beck commented on outdoor learning and Native American Professional Development. She encouraged the Board to consider outdoor based-learning for Cesar Chavez Community School and Greengate Special Education. The outdoor environment provides a much lower risk of COVID-19 transmission than being indoors. Model ethnic studies and state approved environmental education already exists to support and innovate outdoor learning.

2.0 REPORTS

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

a. Board Reports

Trustee Moreno

- *Thanked Board for moving meeting to 4:30 p.m.*
- *Attended Santa Clara County Office Education's Ethnic Studies professional development*
 - *Second event she has attended.*
- *Attended California School Boards Association (CSBA) workshops on budget, returning to school, policies for students with IEPs and Special Education.*
- *Attended California Department of Education Ethnic Studies webinars hosted by State Superintendent of Public Instruction Tony Thurmond and other core groups.*
- *Invited as trustee representative to attend a meeting at Winters school district to discuss resources for Spanish speaking parents and how to support students.*
 - *Thanked Superintendent Lewis who was willing and able to send Yolo County Office of Education (YCOE) staff to Winters Joint USD to participate in a conference panel to discuss and answer questions on school reentry and what kind of support will be available for Spanish speaking essential worker parents who have no experience with technology, and the need to assist their children during the virtual education term.*
 - *Trustee Moreno stated that there is definitely interest in culturally relevant education and ethnic studies. There is a need to understand institutional racism and how it impacts schools, society, students and learning.*
- *Thanked teachers and staff who have prepared for this Fall's return.*
- *Next week the California Latino School Boards Association (CLSBA) is holding a virtual public education conference if any Board members are interested in attending.*

Trustee Taylor

- *Attended California County Board of Education (CCBE) Leadership Retreat.*
 - *Discussed issues related to county boards and upcoming conference.*
 - *Strong speakers at CCBE conference will include Linda Darling Hammond and the CEO of Zoom who will discuss distance learning.*
 - *Also discussed distance learning, Inter-district transfers and services for school age children.*
- *Worked in community with local boards that are trying to provide childcare and distance learning support for essential workers*

- *Huge need in Clarksburg and in West Sacramento community*
- *Worked with Trustee Wong at Washington Unified School District (WUSD) who teaches a class at Sacramento State on public health policy for school nurses.*
 - *He was able to be a mock board member with fifty (50) nurses who are being credentialed.*

Trustee Zendejas

- *Has been working with community and RISE.*
 - *Hiring staff and supporting community at Esparto School District during these challenging times.*
- *Officially on ballot for November and unopposed*
 - *Excited for a full term and to be involved.*

Trustee Yip

- *Worked with administrators and trustees at the CSBA Leadership Retreat*
 - *Discussed inter-district transfers.*
 - *Discussed combating racism in our educational system statewide.*
 - *Working with CCBE, CSBA and ACSA taskforce on combating racism in schools*
 - *Discussed training with administrators and teachers on reopening schools/distance learning.*
 - *Discussed hiring practices.*
- *CCBE and CSBA conference will be virtual.*
 - *Will honor talent of students.*
 - *Recommended Board register soon for CCBE and CSBA virtual conferences.*
- *Attended YCOE's Orientation event which was virtual.*
 - *It was a nice event to welcome back staff - 264 plus attended.*
 - *Public Health Department overview was very informative.*

Trustee Souza Cole

- *Requested trustees to let Yvette Seibert, Executive Assistant know who is interested in registering for the CCBE conference in September.*
- *Discussed letters (attached in Board packet) that were received and written to student on distance learning.*

Superintendent
Updates

- *Thanked Board for their response to the letter from student that is attached under Board Reports in the packet.*
 - *Hardship for many students and appreciates thoughtfulness and respect shown.*
- *Expressed happiness to see Board after break in July.*

- *Staff is gearing up for school year and thanked Superintendents Advisory Team (SAT) and staff for their dedication and hard work.*
- *Task Force meetings will begin again soon with the reopening of schools.*
- *Thanked Anthony Volkar, PIO for all of his hard work facilitating communications across the county.*
- *Thanked union leadership for their work and voices.*
 - *They are committed to public education and to YCOE's vision and mission.*
- *Thanked Trustee Yip for attending the Staff Orientation event.*
 - *267 people on Zoom.*
 - *Thanked Information Technology and Orientation team for help on this event.*
 - *Feedback was positive and you could feel the positive energy over Zoom. Appreciated communication with public health department and updates specific to YCOE.*
- *Discussed a new COVID response team with Yolo County public health department.*
- *Currently meeting with District Superintendents twice a week on school reopenings, distance learning, etc.*
- *Dr. Carolynne Beno, Associate Superintendent, Educational Services is also in contact with leaders of educational services in the county.*
 - *Dr. Beno will also update Board during her report on the Mental Health Services grant and IEP grant.*
- *Discussed partnership with the California Human Development office on the use of the Corazon center. Superintendent Lewis hopes to have more information on the progress of this partnership at the next Board meeting.*
- *Currently framing work with Staff at YCOE*
 - *Focus on 3 E's – Epidemiology, Equity and Economy.*
 - *Will continue to partner with collaborators.*
 - *President Souza Cole commented on the need to move forward with equity and ethnic studies.*
 - *Needs of the students during the pandemic.*

SAT

Dr. Carolynne Beno, Associate Superintendent, Educational Services discussed -

- *SAT reports on the different divisions will be presented at the next Board meeting.*
- *Discussed the grants awarded:*
 - *Tobacco Use Prevention Education (TUPE) grant.*
 - *County wide inclusive early education grant program*
 - *Mental health grant to provide mental health support in schools.*

Crissy Huey, Associate Superintendent, Administrative Services discussed -

- *Internal and External business departments very busy with budget development*

- and closing books.*
- *Departments currently working remotely to support districts.*
 - *Moving forward on a teaching model to be able to support our classrooms.*
 - *Support Operations Services (SOS) department has been working on procurement for offices with Coalition for Adequate School Housing (CASH)*
 - *Busy disinfecting school sites.*
 - *Matt Juchniewicz, Director, SOS has worked on the local and state level on this issue and is also actively working with Director Gail Nadal, Early Childhood Education, and First Five California with distributing PPE, diapers, wipes, etc. to community partners. Also coordinated with districts on distribution of these items.*

Committees.

Executive Committee President Souza Cole stated that the committee met earlier in the month to prepare for Board meeting.

- 2.2 Associations. Cyndi Hale, new President for Yolo Education Association (YEA) introduced herself and responded to questions from the Board. She gave a member update and included the current status of the Memorandum of Understanding (MOU) with YCOE and discussed an upcoming conference for members to attend in October.

3.0 CONSENT AGENDA

- a. Approval of Minutes:
- June 23, 2020 Regular Meeting
- Temporary County Certificates (May 2020)

Motion to approve Consent Agenda minus the June 23, 2020 meeting minutes.

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

Motion to approve May 12, 2020 meeting minutes with Trustee Moreno's changes
From:

Finished organizing webinars at the California Latino School Boards Association (CLSBA).

o Final webinar was on ethnic studies and empowering students and policy and practice.

To

Finished organizing webinars at the California Latino School Boards Association (CLSBA).

o Final webinar was on ethnic studies and empowering students and policy and practice with keynote by Riverside County Office of Education

Superintendent.

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

4.0 ACTION ITEMS

- 4.1 Resolution #20-21/3: In Support of High School Voter Weeks (last two full weeks in September)

The Board took action to approve Resolution # 20-21/3: In Support of High School Voter Weeks (last two full weeks in September). Superintendent Lewis commented that staff is dedicated to instructional programming and curriculum for students. It is important for students to engage with elected officials and the upcoming election in relationship to voter registration. President Souza Cole commented that voting is part of political process and is not a partisan issue. Essential message is that students should be political and involved in the civil/political process within the school and instructional system. President Souza Cole would like an update at a future meeting to the Board on how students will engage in the election process in September 2020. Trustee Moreno would like to encourage ethnic studies courses/programs/departments in Yolo county schools to assist in this effort of underrepresented racial minority communities while exercising agency in civic engagement and the act of registering and encouraging students to vote in November.

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

- 4.2 Resolution #20-21/4: School Attendance

The Board took action to approve Resolution #20-21/4: School Attendance. This resolution is reaffirmed under the current circumstances to reflect distance learning with COVID-19. Trustee Souza Cole requested that YCOE post this resolution on the website.

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

- 4.3 Resolution #20-21/5: Latino Heritage Month

The Board took action to approve Resolution #20-21/5: Latino Heritage Month. This resolution is an opportunity to recognize the contributions that the Latino community has made locally and in the world.

Trustee Moreno requested the following changes:

- A change in the title of the resolution to include Latino/*Chicano* Heritage month.

- The first paragraph to reflect the change of Hispanic Heritage month being *proposed in 1968 by U.S. Congressman Edward R. Roybal*.
- The Second paragraph to acknowledge and include *indigenous heritage* also.

The Board took action to approve Resolution #20-21/5: Latino Heritage Month with the above changes.

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

- 4.4 Resolution #20-21/6: In Support of Proclaiming July 26, 2020 as Americans with Disabilities Act Awareness Day

The Board took action to approve Resolution #20-21/6: In Support of Proclaiming July 26, 2020 as Americans with Disabilities Act (ADA) Awareness Day. Dr. Beno stated that it was the 30th anniversary of the ADA and it is important to recognize people with disabilities who are a great value to society. Trustee Yip asked that this resolution be added to our recurring calendar for resolutions in June.

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

- 4.5 Yolo County Office of Education 45 Day Budget Revision

Debra Hinely, Director, Internal Business Services reviewed this item in Board packet and responded to questions from the Board. Ms. Hinely shared the PowerPoint *2020-2021 45-Day Budget Revision* (copies can be found on file with the official records of this meeting). Items discussed included Statutory COLA; Planning Factors for 2020-2021 and MYPs; 45 Day Budget Revision Revenue Detail and The Road Ahead. President Souza Cole also asked if Ms. Hinely could email the PowerPoint to the Board.

Trustee Taylor left the meeting at 5:55 p.m.

The Board took action to approve the Yolo County Office of Education 45 Day Budget Revision.

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

- 4.6 Dan Jacobs Calendar

Micah Studer, Executive Director, Equity and Support Services reviewed this item in Board packet and responded to questions from the Board.

The Board took action to approve the Dan Jacobs Calendar.

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

4.7 Consolidated Application

Micah Studer, reviewed this item in Board packet and responded to questions from the Board.

The Board took action to approve the Consolidated Application. Item is due on August 17, 2020

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

5.0 INFORMATION ITEMS

5.1 Public Disclosure of Costs Associated with the 2019-20 Collective Bargaining Agreement between the Yolo County Office of Education (YCOE) and California School Employees Association (CSEA), Chapter #639.

Debra Hinely, Director, Internal Business presented this item in the Board Packet and responded to questions from the Board. Overall impact includes 1% retroactive amount for last year 2019-20 (one-time payment).

5.2. Public Disclosure of Costs Associated with the 2019-20 Collective Bargaining Agreement between the Yolo County Office of Education (YCOE) and American Federation of State, County and Municipal Employees (AFSCME) Union. Debra Hinely, Director, Internal Business presented this item in the Board Packet and responded to questions from the Board. Overall impact includes 7% increase beginning July 1 for the current year 2020-21. Superintendent Lewis stated that there is a significant increase and acknowledged it is part of YCOE's strategy to attract and retain high quality staff.

Debra Hinely, Director, Internal Business presented this item in the Board Packet and responded to questions from the Board. Overall impact includes 7% increase beginning July 1 for the current year 2020-21. Superintendent Lewis stated that there is a significant increase and acknowledged it is part of YCOE's strategy to attract and retain high quality staff.

5.3 Public Disclosure of Costs Associated with the 2019-20 Collective Bargaining Agreement between the Yolo County Office of Education (YCOE) and Yolo Education Association (YEA), Chapter #71. Debra Hinely, Director, Internal Business presented this item in the Board Packet and responded to questions from the Board. Overall impact includes 1% retroactive amount for last year 2019-20 (one-time payment).

5.4 Head Start/ Early Head Start Reports

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 Agenda - this is a standing report to the Board
- e. Policy Council Meeting Minutes - this is a standing report to the Board

Gail Nadal, Director, Early Childhood Education reviewed the program report and answered questions from the Board.

Trustee Moreno asked how Head Start education is different this year and had a question on the budget regarding the food supply/pickup. Director Nadal commented that they are 100 percent distance learning and gave a current status on program interactions with teaching staff and parents which includes:

- Daily interactions with parents/families through videos with story freedom of movement.
- Coaching ideas on how to work with children.
- Food delivered free or reduced lunch while working with each school district.
 - Families provided with lunch and breakfast each day.
- All parents connected which include bilingual sessions.
 - Staff on board make connections as necessary and help with what student workspace, etc.

5.5 Base Program Definition Resolution

Micah Studer, Executive Director, Equity and Support Services reviewed this item in the Board packet and answered questions from the Board.

5.6 2019-20 Annual Average Daily Attendance (ADA) Report

Debra Hinely, Director, Internal Business Services reviewed this item in Board packet and responded to questions from the Board.

5.7 Quarterly Report of Investments for Period Ending June 30, 2020

Debra Hinely, Director, Internal Business Services reviewed this item in Board packet and responded to questions from the Board.

5.12 Inter-district Transfer Appeals

Superintendent Garth Lewis reviewed this item in the Board packet and responded to questions from the Board. Trustee Yip updated the Board on the current status of this item in the State of California. Yolo County has not had a request for an Inter-district Transfer Appeal in recent years. Superintendent Lewis spoke with the attorney on some language that needed to be updated but feels that the entire handbook (updated in 2015) needs to be reviewed by YCOE's attorney also. The Board agreed with his assessment and Superintendent Lewis will contact the attorney to review/revise the entire Inter-district Transfer Appeals handbook.

5.8 19-20 YCOE Williams Fourth Quarter UCP report

Deb Bruns, Director, Curriculum and Instruction reviewed this item in the Board packet and responded to questions from the Board. No complaints were reported.

5.9 Williams Quarterly Report on Yolo County Schools in Decile 1-3 4th Quarter

Deb Bruns, Director, Curriculum and Instruction reviewed this item in the Board packet and responded to questions from the Board. No universal complaints were

reported. Currently waiting on guidance from the California Department of Education (CDE) on the annual Williams visits to the districts due to the current status of COVID-19 and the county following all safety and compliance rules for staff during these visits.

- 5.10 Memorandum of Understanding (MOU) between the Yolo County Office of Education and Empowering Possibilities International Charter (EPIC)
Dr. Carolynne Beno, Associate Superintendent, Educational Services reviewed this item in the Board packet and responded to questions from the Board. EPIC accepted and has returned the fully executed MOU to YCOE which has a five (5) year term. Trustee Moreno asked a question about how EPIC is working towards achieving a racial/ethnic balance that is more reflective of the community and where is this information addressed in the MOU. Dr. Beno will research and email the answer to Trustee Moreno.
- 5.11 Distance Learning Update
Dr. Carolynne Beno, Associate Superintendent, Educational Services reviewed this item in the Board packet and responded to questions from the Board.
Items discussed included:
- Plan to Reopen Schools in Person
 - Pivoting to Plan for Distance Learning
 - Technology training for parents including county and districts. If there are any families that need help/support with technology or training to please contact Dr. Beno.
 - Trustee Moreno requested information be presented to the Board on the surveys from departments on how the families are doing with distance learning and what their needs are. The departments will also highlight how they are training families and deliver a Spanish inclusion update on this issue.
- 5.13 Date for Special meeting in September to approve the Learning Continuity Plan.
Superintendent Garth Lewis reviewed this item in the Board packet and responded to questions from the Board. The Learning Continuity Plan replaces the 2020-21 Local Control and Accountability Plan (LCAP). This item has a deadline of September 30 for Board adoption and the Public Hearing would need to be scheduled on a separate day. Discussion was to have the Public hearing on September 8, 2020 and then meet on September 15, 2020 at 4:30 p.m. for a special Board meeting to adopt the Learning Continuity Plan.
- 5.14 Suggested Future Agenda Items
Trustee Moreno recommended a future agenda item to recognize Trustee Yip's service.

Trustee Moreno requested a presentation with data showing feedback from parents and teachers on the current distance learning/COVID 19 situation and to also include a Spanish inclusion update. Superintendent Lewis recommended waiting until the September Board meeting to present this information from the Yolo County Office

of Education.

An update to Board per public comment on possible Native American professional Development will be presented at a future meeting (possibly September 2020).

President Souza Cole would like an update to Board on how students will engage in the election process at a future meeting.

Superintendent Lewis commented on the Special board meeting that will be scheduled on September 15, 2020. He stated that we could invite Tim Taylor, Executive Director, Small School Districts Association to the special meeting to present to the Board on governance and superintendent operations after the discussion on the Board survey if desired.

6.0 ADJOURNMENT. The meeting adjourned at 7:18 p.m.

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

Garth Lewis, Superintendent

/ys

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

August 2020

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Douglas Shank	Emergency CLAD
Cynthia Pantoja Collasso	Emergency CLAD
Alexander Monsalve	Emergency CLAD
Lisa Mc Clintock	Limited Assignment/Multiple Subject
Kayee Ikeda	School Nurse
Madison Pettit	30-Day Substitute Permit

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Rebekah Clarke	Single Subject Credential

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Mark Cevallos	Single Subject Credential
Caleb Hill	District Intern: Ed Specialist
Kristy Akens	District Intern: Ed Specialist
Katelyn Alloway	District Intern: Ed Specialist
Shallyn English	Single Subject Credential
Gabriel Ott	District Intern: Single Subject

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Mollie Camacho	Limited Assignment
Kimberly Oliver	Emergency CLAD
Mayra Cortes	Emergency BCLAD
Leslie Ramos-Casanova	Emergency BCLAD
Timofey Klyuchnik	BCLAD
Mayra Hernandez	Short Term Staff Permit
Jay Fleming	Career Substitute Permit
Kristen Main	Career Technical Education
Stephanie Parker	Short Term Staff Permit

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Ethan Hicks	Short Term Staff Permit
Christopher Hicks	Short Term Staff Permit

Total TCC's for the Month of August 2020: 24

**ANNOUNCING THE 2020 EXCELLENCE IN EDUCATION AWARD RECIPIENTS AND
SALUTE TO EDUCATORS!**

The individuals from the Yolo County Office of Education will be recognized at the Excellence in Education Awards virtual event, hosted by the Yolo County School Boards Association (YCSBA), on:

Monday, October 26, 2020

5:00 p.m. – Awards program begins

Registration will be free. Register at the following link: <https://yolocoe.k12oms.org/2495-177946>

Yolo County Office of Education

Individual Award: Shelton Yip, Yolo County Board of Education Trustee

Program Award: – Program Leader: Kate Boyd, Deaf and Hard of Hearing Mentoring Program

Classified School Employee of the Year Award (CSEY) Office and Technical: Debi Bechere, Sr.
Computer Systems Specialist

Salute to Educators:

Alternative Education School Teacher Excellence Certificate – Jatinder Sandhu, Teacher, Yolo County Juvenile Hall

Student Services Credentialed Excellence Certificate (counselors, psychologists, nurses, etc.) –
Mariah Ernst-Collins, Homeless Education and Foster Youth Services Specialist

5. A PUBLIC HEARING WILL BE CONDUCTED TO RECEIVE COMMENT FROM PARENTS, TEACHERS, MEMBERS OF THE COMMUNITY, AND BARGAINING UNIT LEADERS REGARDING THE STIPULATION OF THE STATE INSTRUCTIONAL MATERIALS PROGRAM, AND THE SUFFICIENCY OF INSTRUCTIONAL MATERIALS IN THE YOLO COUNTY ALTERNATIVE EDUCATION PROGRAMS, GRADES 9-12, FISCAL YEAR 2021-21.

6. ACTION ITEMS

6. 1. Instructional Materials Resolution

Description

In compliance with the requirements of the Williams' Settlement the board of education must:

1. Hold a public hearing and, through a resolution regarding sufficiency or insufficiency of instructional materials, to verify that each pupil in grades 9-12 has sufficient instructional materials, consistent with the content and cycles of the curriculum framework adopted by the State Board, (Education Code § 60119).
2. When purchasing instructional materials, the materials or textbooks must be adopted by the local governing board (Education Code § 60400)
3. Purchase textbooks from publishers who comply with (Education Code §§ 60600-60062).
4. Include only instructional materials (Education Code §§ 60040-60047) which accurately portray the following:
 - The cultural and racial diversity of society, including the contributions of both men and women in all type of roles;
 - The necessity for the protection of our environment;
 - The effects on the human system of the use of tobacco, alcohol, narcotics and restricted dangerous drugs;
 - That materials encourage thrift, fire prevention, and the humane treatment of animals and people;
 - That textbooks for social science, history or civics contain the Declaration of Independence and the Constitution of the United States; and
 - That materials selected do not contain any material reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex, handicap or occupation, (Education Code 60400).

Students in our Cesar Chavez Community School and Dan Jacobs School, programs have access to instructional materials in the areas of Language Arts, Math, History/Social Sciences and Science. Staff has confirmed that we have enough instructional materials for pupils currently enrolled in our programs.

Textbooks for Cesar Chavez Community School and Dan Jacobs School Correlated to the California State Content Standards:

1. U.S. History: McDougal Littell, The Americans/ Teachers' Curriculum Institute, History Alive
2. World History: McDougal Littell, Modern World History/ Glencoe McGraw Hill, World History/Modern Times
3. Economics: AGS, Economics
4. Government: AGS, United States Government/ Prentice Hall, Magruder's American Government
5. English Language Arts: Pearson – Prentice Hall, Timeless Voices, Timeless Themes
6. Science: Pearson, Earth Science, California Edition

7. Biology: Glencoe McGraw Hill, Glencoe Biology
8. Pre-Algebra: McDougal Littell- Houghton Mifflin Co., Pre-Algebra
9. Algebra I: McDougal Littell-Houghton Mifflin Co., Algebra I
10. Geometry: McDougal Littell – Houghton Mifflin Co., Geometry
11. Edge ELD: National Geographic School Publishing/Hampton-Brown

For courses not listed above, we no longer issue these textbooks as students taking these courses complete the course via the online Edgenuity curriculum. We have sufficient resources for students to access these course materials via chromebooks.

Recommendation

It is staffs' recommendation that the board adopt resolution #20-21/07.

Supporting Documents



[Insufficiency or Insufficiency of Instructional Materials Resolution 2020.pdf](#)

Contact Person

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



**Resolution #20-21/07: Regarding Sufficiency or
Insufficiency of Instructional Materials, 2020-2021**

WHEREAS, the governing board of the Yolo County Office of Education, in order to comply with the requirements of *Education Code* Section 60119, held a public hearing on September 08, 2020, at 4:30 PM, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the development of the Local Control and Accountability Plan and in the public hearing, and;

Whereas, the information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Yolo County Office of Education, and;

Whereas, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects for Cesar Chavez Community School and Dan Jacobs School.

- **Mathematics** – *McDougal Littell-Houghton Mifflin Co., Pre-Algebra; McDougal Littell-Houghton Mifflin Co, Algebra 1; McDougal Littell-Houghton Mifflin Co, Geometry; McDougal Littell-Houghton Mifflin Co., Algebra 2*
- **History-social science** - *Teachers’ Curriculum Institute, History Alive; Glencoe McGraw Hill, World History Modern Times; Prentice-Hall, Magruder’s American Government, McDougall Littell; The Americans, McDougal Littell; Modern World History. AGS; Economics, AGS; United States Government*
- **English/language arts, including the English language development component of an adopted program** - *Pearson-Prentice Hall, Timeless Voices, Timeless Themes, National Geographic School Publishing/Hampton Brown; Edge Level C.*
- **Science** – *Pearson; Earth Science California Edition Glencoe McGraw Hill, Glencoe Biology; Glencoe McGraw Hill, Glencoe Chemistry*

- **Edgenuity** – *Edgenuity supplies comprehensive, standards-aligned electronic high school courses that are available to all students via the Internet.*

Therefore, it is resolved that for the 2020-2021 school year, the Yolo County Office of Education has provided each enrolled pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Adopted this 8th day of September, 2020.

AYES:

NOES:

ABSTAIN:

ABSENT:

By: _____
Carol Souza Cole, President

Date: September 8, 2020

ATTESTED TO:

Garth Lewis, Superintendent
Yolo County Office of Education

6. 2. RESOLUTION #20-21/08 Anti-Bullying Month (October 2020) 

Recommendation

The Board is being asked to take action on Resolution #20-21/08: Anti-Bullying Month (October 2020) .

Supporting Documents

 [Anti-Bullying.pdf](#)

Contact Person

Superintendent Garth Lewis will present this item.



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

Resolution #20-21/08: Anti-Bullying Month - October 2020

WHEREAS, the Yolo County Board of Education believes that all students have a right to a safe and healthy school environment and that the district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance; and

WHEREAS, the Yolo County Office of Education has a strong history of working with parents, community agencies, law enforcement, and other stakeholders in the county of Yolo, to support the safety and positive development of our youth; and

WHEREAS, bullying and harassment can take many forms, including physical bullying; teasing or name-calling; social exclusion; cyber bullying; peer sexual harassment; bullying about race, ethnicity, religion, disability, sexual orientation, and gender identity; and

WHEREAS, bullying and harassment affects students' ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; can greatly impact a student's ability to concentrate and perform in the classroom; directly affects health and well-being and contributes to excessive absences from school; and may result in physical illness, or long-term social and emotional consequences; and

WHEREAS, the Yolo County Board of Education has adopted Board Policy 5131.2: *Bullying*, and supports programs that address the prevention, intervention, and ultimate elimination of all types of bullying as part of a coordinated school safety effort in all Yolo County schools; and

NOW, THEREFORE, BE IT RESOLVED that the Yolo County Board of Education hereby declare October 2020 Anti-Bullying Month.

BE IT FURTHER RESOLVED that schools in Yolo County are called upon to respond to school-related bullying incidents with a renewed commitment to making sure every student respects and accepts all people and by continuing to implement programs and strategies in which victims of bullying can be identified and assisted, and perpetrators educated, in order to create safer schools that provide a positive learning environment; and

BE IT FURTHER RESOLVED that we as adults will endeavor in our own interactions to model the same behavior we expect from our students.

PASSED AND ADOPTED by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on September 8, 2020 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Carol Souza Cole, President
Yolo County Board of Education

Garth Lewis
County Superintendent of Schools

7. A PUBLIC HEARING WILL BE CONDUCTED TO SOLICIT RECOMMENDATIONS AND COMMENTS FROM THE PUBLIC REGARDING SPENDING REGULATIONS FOR SUPPLEMENTAL AND CONCENTRATION GRANTS; TO NOTIFY THE PUBLIC OF THE OPPORTUNITY TO COMMENT REGARDING THE SPECIFIC ACTIONS AND EXPENDITURES TO BE INCLUDED IN THE LEARNING CONTINUITY AND ATTENDANCE PLAN; TO DEMONSTRATE TO THE PUBLIC HOW THE COUNTY OFFICE OF EDUCATION INTENDS TO MEET ANNUAL GOALS FOR ALL PUPILS WITH SPECIFIC ACTIVITIES TO ADDRESS STATE AND LOCAL PRIORITIES AND TO COMPLY WITH EDUCATION CODE SECTION 43509

8. INFORMATION ITEMS

8. 1. Draft Learning Continuity and Attendance Plan

Description

In accordance with Education Code 43509, this draft Learning Continuity and Attendance plan is being presented to the Board of Education for their consideration. Staff are presenting this having fully complied with the requirements of the plan's creation and can affirm that it meets all statutory requirements listed in the education code. Staff will be present to answer any questions.

Recommendation

This item is presented for information only at this time. It is staffs' intention to bring this item back to the Board of Education for formal adoption at the special board meeting on 09/15/2020.

Supporting Documents

 [2020_Learning_Continuity_and_Attendance_Plan_Yolo_County_Office_of_Education.pdf](#)

 [SSC Agenda August 2020 Minutes-Summary.pdf](#)

 [Superintendent's Written Response.pdf](#)

Supporting Links

Education Code 43509 - http://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 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 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 were 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 experienced.
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 highlight 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 be leveraging both certificated and classified staff to provide students and their families multiple opportunities for meaningful engagement during each school day. This also includes wellness checks by support staff who will be checking in weekly on our students.
2. Pending public health guidance around in-person services, it is our intention to 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 Services that could not be delivered remotely, and other enrichment activities such as painting a mural under staff supervision. Academic supports would 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.]

On July 17th, 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 will be operating in a Distance Learning environment until we have the ability and it is deemed safe to reopen schools physically for in-person instruction.

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

Description	Total Funds	Contributing
This space intentionally left blank due to the LEA not offering in-person instruction.	N/A	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.	\$13,000	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.	\$55,000	No

Description	Total Funds	Contributing
Targeted professional development opportunities for staff including: Google Classroom, ZOOM, Youtube, Trauma-informed Practices, Distance Learning Playbook.	\$2500	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.	\$20,000	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 Plan 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.	\$65,000	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.	\$10,000	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 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.]

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 are available to all students. The following actions or services are provided on a 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 trainings 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 possible of achieving their academic goals. In addition the 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 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.]

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 are 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 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 school related business including but not limited 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%.

Cesar Chavez Community School

SSC – ELAC – DELAC – PAC

SSC: School Site Council

ELAC: English Learners Advisory Council

DELAC: District English Learners Advisory Council

PAC: Parent Advisory Council

August 6, 2020

3:00 pm

AGENDA

<https://ycoe.zoom.us/j/9324507931?pwd=cUx2MG5EYXVRQnVYWW5YTVh4bmZuQT09>

Meeting ID: 9324507931

Passcode: AltEdMtg

Welcome

Introductions – Check in

2019-2020 YCOE Con App Review

(Consolidated Application – California Dept. of Education)

Revised 2020 School Site Plan

2020 Learning Continuity and Attendance Plan

Questions/Clarifications

Adjourn

Membership

- Gayelynn Gerhart Principal
- Monica Aceves Robles Teacher
- Kristen Storz Para Educator
- Sergio Macias Student
- Mary Vazquez Guardian
- Lupe Moreno Parent

Minutes

- Welcome and introductions with one another
- Ms. G shared her screen and walked the group through the contents of:
 - Con App
 - School Plan
 - Learning Continuity and Attendance Plan
- **Summary of feedback**
 - Student home environments may not be conducive to a safe and productive learning setting for a variety of factors
 - Students experience an increase in responsibilities for younger siblings
 - Some students struggled without adult supervision while others struggled with internal family issues
 - Academic engagement and success varied widely among our students
 - A significant highlight was the social-emotional check-ins and case management of our students during the campus closures
 - Students needed more structure than a true independent studies model
 - A few students took advantage of the Yolo Arts Program

Meeting adjourned at 3:45 pm

Selyna Leach, Administrative Secretary

August 31, 2020

Dear Parent Advisory Committee Members,

Re: Superintendent's Response to Feedback from Committee Review of the Learning Continuity and Attendance Plan (LCP)

First, I would like to thank you for taking the time to engage with us throughout our planning phases as we partnered to navigate the multitude of challenges presented by the ongoing COVID-19 Crisis. Your participation as both thought partners and reviewers of the planning documents continues to play an important role as we strive to develop a high-quality program that supports the diverse needs of our students.

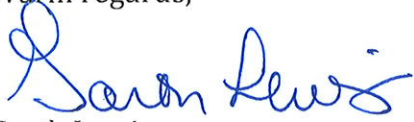
From your committee feedback, we saw three key areas that you wanted to ensure we addressed. The first, was the learning environment and ensuring that all students were able to both access our instructional content and participate in a setting that is conducive to learning. The second area of focus was development of a robust engagement strategy that both ensures students are engaged in the learning process and also provides for a "rapid-response" system that supports students and families that are having difficulties with academic engagement. Finally, we understand you expressed need for an ongoing system of support for the social-emotional wellbeing of our students and highly recommend increasing targeted supports for students at risk of learning loss.

In response to this feedback, 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. Our dedicated team of certificated and classified staff will provide students and their families multiple opportunities for meaningful engagement during each school day. This plan includes wellness checks by support staff who will check in weekly on our students.

Finally, 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 such as community services projects under staff supervision. 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.

Again, we thank you on behalf of both our staff and students for your participation in this process. Should you have any questions about this letter, the Learning Continuity and Attendance Plan, or next steps, please feel free to reach out to Executive Director of Equity and Support Services, Micah Studer at micah.studer@ycoe.org.

Warm regards,



Garth Lewis
Superintendent of Schools
Yolo County Office of Education

8. 2. Head Start/ Early Head Start Reports

Quick Summary / Abstract

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 Agenda - this is a standing report to the Board
- e. Policy Council Meeting Minutes - this is a standing report to the Board

Supporting Documents

 [YCOE Director's Report Sept -Gail.pdf](#)

 [July Financials Policy Council-Claudia.pdf](#)

 [August Agenda.pdf](#)

 [July PC Minutes.pdf](#)

Contact Person

Gail Nadal, Director, Early Childhood Education will present this item.

Information

Yolo County Office of Education
Attention: YCOE Board of Education
Head Start/Early Head Start
September 2020

Program Operations

The school year has started, and we are ready for the 100% Distance Learning that will be provided to our children and families this upcoming year. We hope that your families are well and safe and that children are finding creative and exploratory opportunities at home. We are recruiting families throughout Yolo. Our returning families know our program and have confidence in the distance learning plan. Parents will receive an internet device (chrome books) so that the child and family will be integrated into a full range of activities from the classroom and transferred to the home environment. Children will have the opportunity to be a part of the circle time, motor sensory experiences and opportunities to play with manipulatives. Teachers have made the first contact and will be available and interacting daily with their assigned children. Home visits are occurring virtually. Our parents have been great and adapting to this new normal in YCOE's educational approach. Children love the fact that school is back in session.

Leaving Esparto Elementary - The Esparto school district has requested the classroom Head Start has had returned for other classroom needs for their district. We will be opening a classroom in Woodland at the Woodland United Methodist Church in downtown Woodland. We are excited about this opportunity to serve families in this demographic area. We will reach out to families currently living in the nearby shelter. Our community needs assessment shows this part of Yolo is a priority area to serve families living in this area.

T & TA

During these months since March, staff have had time to fuel themselves with outstanding professional development training. There have been wonderful trainings provided online to support the work of Head Start and Early Head Start. Staff have exposed themselves to new ideas and creative curriculum to incorporate as the new year begins.

PLANNING

Much efforts have been given into assuring that the distance learning plan and activities meet the needs of the children and families. Teacher training on new applications and zoom platform have been conducted. Teachers are busy developing this online school

readiness opportunities. Teachers are contact in parents to keep them updated on the plans. We are all working in tandem to have this year be a positive and successful one.

HEAD START-QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210/Recurso 5210			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$ 3,047,378.00	
Expenditures/Gastos:			
Salaries/Salarios	\$ 72,458.45	\$	72,458.45
Benefits/Beneficios	\$ 27,499.34	\$	27,499.34
Supplies/Provisiones	\$ 451.25	\$	451.25
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 451.25	\$	451.25
Contracted Services/Servicios Contratados	\$ 827.12	\$	827.12
Operations/Gastos de Operacion	\$ 12,772.51	\$	12,772.51
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 114,008.67	\$	114,008.67

EARLY HEAD START-QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
Resource 5212/Recurso 5212			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$ 1,169,751.00	
Expenditures/Gastos:			
Salaries/Salarios	\$ 50,763.32	\$	50,763.32
Benefits/Beneficios	\$ 18,925.91	\$	18,925.91
Supplies/Provisiones	\$ 934.18	\$	934.18
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 934.18	\$	934.18
Contracted Services/Servicios Contratados	\$ 128.63	\$	128.63
Operations/Gastos de Operacion	\$ 4,078.93	\$	4,078.93
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 74,830.97	\$	74,830.97

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	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ -	\$	-

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

	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount	Credit Cards		Monthly
				Expense		
Breakfast	0	0.00	\$ -	Visa	\$	(33.45)
AM Snacks		\$ -	\$ -	Wal-Mart	\$	-
Lunch	0	\$ -	\$ -	Nugget/Food 4 Less	\$	-
PM Snacks	0	\$ -	\$ -	Interstate Oil	\$	-
Total Reimbursement		\$ -	\$ -	Total Credit Cards	\$	(33.45)

Calculation of In-Kind Contributions			Administrative Percent Calculation	
	Dollars Expended Year-To-Date	In-Kind Required		
Head Start:	\$ 114,008.67	\$ 28,502.17	Maximum Percent Allowed	15%
HS T & TA	\$ -	\$ -	Calculated Percent for the Month	16%
Early HS	\$ 74,830.97	\$ 18,707.74	Annual Percentage	16%
EHS T & TA	\$ -	\$ -		
Total	\$ 188,839.64	\$ 47,209.91		
	Amount Required:	\$ 47,209.91		
	Actual In-Kind:	\$ 191,808.00		
	*Surplus/(Deficit):	\$ 144,598.09		
If deficit: will be returned to Federal Government from unrestricted dollars				

**Executive Summary
2020/2021 Fiscal Year
July 2020**

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/Quality Improvement	\$ 3,047,378	\$ 114,009	\$ 114,009	\$ 1,086,769	\$ 1,846,600	3.74%	35.66%	60.60%
Early Head Start/Quality Improvement	\$ 1,169,751	\$ 74,831	\$ 74,831	\$ 760,919	\$ 334,001	6.40%	65.05%	28.55%
Head Start T&TA	\$ 34,554	\$ -	\$ -	\$ 2,813	\$ 31,742	0.00%	8.14%	91.86%
Early Head Start T&TA	\$ 25,983	\$ -	\$ -	\$ 938	\$ 25,046	0.00%	3.61%	96.39%
Total Grant	\$ 4,277,666	\$ 188,840	\$ 188,840	\$ 1,851,438	\$ 2,237,388	4.41%	43.28%	52.30%

Credit Cards	Monthly Expense
Visa	\$ (33.45)
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ -
Total Credit Card Expense	\$ (33.45)

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

Calculation of In-Kind Contributions			
	Dollars Expended		
	Year-To-Date	In-Kind Required	
Head Start:	\$ 114,008.67	\$ 28,502.17	
Head Start T & TA:	\$ -	\$ -	
Early Head Start:	\$ 74,830.97	\$ 18,707.74	
Early Head Start T & TA:	\$ -	\$ -	
Total	\$ 188,839.64	\$ 47,209.91	
	Amount Required:	\$ 47,209.91	
	Actual In-Kind:	\$ 191,808.00	
	*Surplus/(Deficit):	\$ 144,598.09	
If deficit: will be returned to Federal Government from unrestricted dollars			

	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast			\$ -
AM Snacks		\$ -	\$ -
Lunch		\$ -	\$ -
PM Snacks		\$ -	\$ -
	Total Reimbursement	\$ -	\$ -

**EARLY HEAD START
2020/2021
JULY**

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,115,238		1,115,238	0	0	0	1,115,238	100.00%
Prior Year	0	0	0	0	0	0	0	#DIV/0!
COLA	22,305		22,305		0		22,305	
Total Revenues	1,137,543	0	1,137,543	0	0	0	1,137,543	100.00%
							0	
Expenditures								
Salaries	602,114	0	602,114	50,763	50,763	551,527	(177)	-0.03%
Benefits	276,169	0	276,169	18,926	18,926	208,470	48,774	17.66%
Supplies	25,759	0	25,759	934	934	0	24,825	96.37%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,952	0	1,952	0	0	0	1,952	100.00%
<i>Site Supplies</i>	23,807	0	23,807	934	934	0	22,873	96.08%
Travel & Conference	14,991	0	14,991	0	0	0	14,991	100.00%
Dues & Memberships	753	0	753	690	690	0	63	8.37%
Insurance	3,172	0	3,172	0	0	0	3,172	100.00%
Operations and Housekeeping	50	0	50	0	0	0	50	100.00%
Rentals, Leases, Repairs & Noncapitalized Improvements	1,802	0	1,802	0	0	0	1,802	100.00%
Direct Costs for Transfer of Services	76,296	0	76,296	3,309	3,309	0	72,987	95.66%
Professional/Contracted Services & Operating Expenditures	25,966	0	25,966	129	129	43	25,794	99.34%
Intergovernmental Fees	1,076	0	1,076	80	80	879	117	10.89%
Indirect Costs	109,395	0	109,395	0	0	0	109,395	100.00%
Equipment	0	0	0	0	0	0	0	
		0	0					
Total Expenditures	1,137,543	0	1,137,543	74,831	74,831	760,919	301,793	26.53%

**PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2020/2021**

Recurso 5212		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA	Lo que va del año					Sobrecargado			
Ingresos:									
	Todos los otros Federales	1,115,238	0	1,115,238	0	0	0	1,115,238	100.00%
		0		0				0	#DIV/0!
		22,305		22,305		0		22,305	
	Total de Ingresos	1,137,543	0	1,137,543	0	0	0	1,137,543	100.00%
Gastos:									
	Salarios	602,114	0	602,114	50,763	50,763	551,527	(177)	-0.03%
	Beneficios	276,169	0	276,169	18,926	18,926	208,470	48,774	17.66%
	Provisiones	25,759	0	25,759	934	934	0	24,825	96.37%
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	1,952	0	1,952	0	0	0	1,952	100.00%
	<i>Artículos de oficina para el centro</i>	23,807	0	23,807	934	934	0	22,873	96.08%
	Viaje y Conferencia	14,991	0	14,991	0	0	0	14,991	100.00%
	Cuotas y Membresías	753	0	753	690	690	0	63	8.37%
	Seguro	3,172	0	3,172	0	0	0	3,172	100.00%
	Operations and Housekeeping	50		50	0	0	0	50	100.00%
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	1,802	0	1,802	0	0	0	1,802	100.00%
	Costos Directos para Transferencias de Servicios	76,296	0	76,296	3,309	3,309	0	72,987	95.66%
	Servicios Profesionales/Contratados y Gastos de	25,966	0	25,966	129	129	43	25,794	99.34%
	Cuotas Intergubernamentales	1,076	0	1,076	80	80	879	117	10.89%
	Gastos Indirectos	109,395	0	109,395	0	0	0	109,395	100.00%
	Equipment		0	0	0	0	0	0	#DIV/0!
	Total de Gastos	1,137,543	0	1,137,543	74,831	74,831	760,919	301,793	26.53%

**HEAD START
T & TA
2020/2021
JULY**

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received			%
						Encumbered	Balance	%	
Revenues									
All Other Federal	34,554	0	34,554	0	0	0	34,554	100.00%	
COLA	0		0				0		
Total Revenues	34,554	0	34,554	0	0	0	34,554	100.00%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	1,322	0	1,322	0	0	0	1,322	100.00%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,125	0	1,125	0	0	0	1,125	100.00%	
<i>Site Supplies</i>	197	0	197	0	0	0	197	100.00%	
Travel & Conference	27,632	0	27,632	0	0	0	27,632	100.00%	
Contracted Services	5,600	0	5,600	0	0	2,813	2,788	49.78%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	34,554	0	34,554	0	0	2,813	31,742	91.86%	

**PROGRAMA HEAD START
T y TA
PRESUPUESTO 2020/2021**

Recurso 5208		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA						Lo que va del año	Sobrecargado		
Ingresos:									
Todos los otros Federales		34,554	0	34,554	0	0	0	34,554	100.00%
COLA		0		0				0	
Total de Ingresos		34,554	0	34,554	0	0	0	34,554	100.00%
Gastos:									
Salarios		0	0	0	0	0	0	0	0.00%
Beneficios		0	0	0	0	0	0	0	0.00%
Provisiones		1,322	0	1,322	0	0	0	1,322	100.00%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		1,125	0	1,125	0	0	0	1,125	100.00%
<i>Artículos de oficina para el centro</i>		197	0	197	0	0	0	197	100.00%
Viaje y Conferencia		27,632	0	27,632	0	0	0	27,632	
Servicios Contratados		5,600	0	5,600	0	0	2,813	2,788	49.78%
Gastos Indirectos		0	0	0	0	0	0	0	0.00%
Total de Gastos		34,554	0	34,554	0	0	2,813	31,742	91.86%

**HEAD START
2020/2021 BUDGET
JULY**

Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				% %
				Current	Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	2,923,212		2,923,212	0	0		2,923,212	100.00%
Prior Year	0	0	0	0	0		0	0.00%
COLA	58,464		58,464	0	0		58,464	0.00%
Total Revenues	2,981,676	0	2,981,676	0	0	0	2,981,676	100.00%
Expenditures:								
Salaries	1,451,603	0	1,451,603	72,458	72,458	784,215	594,930	40.98%
Benefits	736,826	0	736,826	27,499	27,499	302,475	406,852	55.22%
Supplies	54,908	0	54,908	451	451	0	54,457	99.18%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	3,279	0	3,279	0	0	0	3,279	100.00%
<i>Site Supplies</i>	51,629	0	51,629	451	451	0	51,178	99.13%
Travel & Conference	34,970	0	34,970	0	0	0	34,970	100.00%
Dues & Memberships	2,258	0	2,258	2,070	2,070	0	188	8.33%
Insurance	13,568	0	13,568	0	0	0	13,568	100.00%
Operations & Housekeeping	580	0	580	0	0	0	580	100.00%
Rentals, Leases, Repairs & Noncapitalized								
Improvements	8,370	0	8,370	0	0	0	8,370	100.00%
Direct Costs for Transfer of Services	247,229	0	247,229	10,703	10,703		236,526	95.67%
Professional/Contracted Services & Operating								
Expenditures	139,776	0	139,776	827	827	80	138,869	99.35%
Intergovernmental Fees	4,847	0	4,847	0	0	0	4,847	100.00%
Equipment	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	286,741	0	286,741	0	0		286,741	100.00%
Tsfer to Cafe Fund	0	0	0	0	0		0	#DIV/0!
Total Expenditures	2,981,676	0	2,981,676	114,009	114,009	1,086,769	1,780,898	59.73%

**PROGRAMA HEAD START
PRESUPUESTO 2020/2021**

Recurso 5210									
	CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	% %
Ingresos:									
	Todos los otros Federales	2,923,212	0	2,923,212	0	0		2,923,212	100.00%
		0	0	0	0	0	0	0	
	COLA	58,464	0	58,464	0	0		58,464	
	Total Revenues/Total de Ingresos	2,981,676	0	2,981,676	0	0	0	2,981,676	
Gastos:									
	Salarios	1,451,603	0	1,451,603	72,458	72,458	784,215	594,930	40.98%
	Beneficios	736,826	0	736,826	27,499	27,499	302,475	406,852	55.22%
	Provisiones	54,908	0	54,908	451	451	0	54,457	99.18%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	3,279	0	3,279	0	0	0	3,279	0.00%
	<i>Articulos de oficina para el centro</i>	51,629	0	51,629	451	451	0	51,178	99.13%
	Viaje y Conferencia	34,970	0	34,970	0	0	0	34,970	100.00%
	Cuotas y Membresías	2,258	0	2,258	2,070	2,070	0	188	8.33%
	Seguro	13,568	0	13,568	0	0	0	13,568	100.00%
		580	0	580	0	0	0	580	100.00%
	Rentas, Arrendamientos, Reparaciones y Mejoras No Capitalizadas	8,370	0	8,370	0	0	0	8,370	100.00%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	247,229	0	247,229	10,703	10,703	0	236,526	95.67%
		139,776	0	139,776	827	827	80	138,869	99.35%
	Cuotas Intergubernamentales	4,847	0	4,847	0	0	0	4,847	100.00%
	Mejoras a los Terrenos	0	0	0	0	0	0	0	#DIV/0!
	Gastos Indirectos	286,741	0	286,741	0	0	0	286,741	100.00%
	transferencia al fondo del café	0	0	0	0	0	0	0	#DIV/0!
			0	0					
	Total de Gastos	2,981,676	0	2,981,676	114,009	114,009	1,086,769	1,780,898	59.73%

**EARLY HEAD START
T & TA
2020/2021 BUDGET
JULY**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	25,983	0	25,983	0	0	0	25,983	100.00%	
Total Revenues	25,983	0	25,983	0	0	0	25,983	100.00%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	917	0	917	0	0	0	917	100.00%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	720	0	720	0	0	0	720	100.00%	
<i>Site Supplies</i>	197	0	197	0	0	0	197	100.00%	
Travel & Conference	20,351	0	20,351	0	0	0	20,351	100.00%	
Contracted Services	4,715	0	4,715	0	0	938	3,778	80.12%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
0									
Total Expenditures	25,983	0	25,983	0	0	938	25,046	96.39%	

**PROGRAMA EARLY HEAD START
T & TA
PRESUPUESTO 2020/2021**

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	0	0	25,983	100.00%
Total de Ingresos		25,983	0	25,983	0	0	0	25,983	
Gastos:									
Salarios		0	0	0	0	0	0	0	0.00%
Beneficios		0	0	0	0	0	0	0	0.00%
Provisiones		917	0	917	0	0	0	917	100.00%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		720	0	720	0	0	0	720	100.00%
<i>Artículos de oficina para el centro</i>		197	0	197	0	0	0	197	100.00%
Viaje y Conferencia		20,351	0	20,351	0	0	0	20,351	100.00%
Servicios Contratados		4,715	0	4,715	0	0	938	3,778	80.12%
Gastos Indirectos		0	0	0	0	0	0	0	#DIV/0!
Total de Gastos		25,983	0	25,983	0	0	938	25,046	96.39%

HEAD START QUALITY IMPROVEMENT

**2020/2021 BUDGET
JULY**

Resource 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	65,702	0	65,702	0	0	0	65,702	100.00%	
Total Revenues	65,702	0	65,702	0	0	0	65,702	100.00%	
Expenditures									
Salaries	32,372	0	32,372	0	0	0	32,372	0.00%	
Benefits	13,393	0	13,393	0	0	0	13,393	0.00%	
Supplies	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Contracted Services	13,619	0	13,619	0	0	0	13,619	100.00%	
Indirect Costs	6,318	0	6,318	0	0	0	6,318	100.00%	
			0						
Total Expenditures	65,702	0	65,702	0	0	0	65,702	100.00%	

a

HEAD START QUALITY IMPROVEMENT

2020/2021 BUDGET

JULY

Resource 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received			% %
						Encumbered	Balance		
Revenues									
All Other Federal	65,702	0	65,702	0	0	0	0	65,702	100.00%
Total Revenues	65,702	0	65,702	0	0	0	0	65,702	100.00%
Expenditures									
Salaries	32,372	0	32,372	0	0	0	0	32,372	0.00%
Benefits	13,393	0	13,393	0	0	0	0	13,393	0.00%
Supplies	0	0	0	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	0	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	0	0	0	0	0	0	0	0	#DIV/0!
Contracted Services	13,619	0	13,619	0	0	0	0	13,619	100.00%
Indirect Costs	6,318	0	6,318	0	0	0	0	6,318	100.00%
			0						
Total Expenditures	65,702	0	65,702	0	0	0	0	65,702	100.00%

a

EARLY HEAD START QUALITY IMPROVEMENT

**2020/2021 BUDGET
JULY**

Resource 5229

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received			%
						Encumbered	Balance	%	
Revenues									
All Other Federal	32,208	0	32,208	0	0	0	0	32,208	100.00%
Total Revenues	32,208	0	32,208	0	0	0	0	32,208	100.00%
Expenditures									
Salaries	13,874	0	13,874	0	0	0	0	13,874	0.00%
Benefits	5,743	0	5,743	0	0	0	0	5,743	0.00%
Supplies	0	0	0	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	0	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	0	0	0	0	0	0	0	0	#DIV/0!
Contracted Services	9,494	0	9,494	0	0	0	0	9,494	100.00%
Indirect Costs	3,097	0	3,097	0	0	0	0	3,097	100.00%
			0						
Total Expenditures	32,208	0	32,208	0	0	0	0	32,208	100.00%

a

EARLY HEAD START QUALITY IMPROVEMENT

**2020/2021 BUDGET
JULY**

Resource 5229

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received			% %
						Encumbered	Balance		
Revenues									
All Other Federal	32,208	0	32,208	0	0	0	0	32,208	100.00%
Total Revenues	32,208	0	32,208	0	0	0	0	32,208	100.00%
Expenditures									
Salaries	13,874	0	13,874	0	0	0	0	13,874	0.00%
Benefits	5,743	0	5,743	0	0	0	0	5,743	0.00%
Supplies	0	0	0	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	0	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	0	0	0	0	0	0	0	0	#DIV/0!
Contracted Services	9,494	0	9,494	0	0	0	0	9,494	100.00%
Indirect Costs	3,097	0	3,097	0	0	0	0	3,097	100.00%
			0						
Total Expenditures	32,208	0	32,208	0	0	0	0	32,208	100.00%

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT
2020/2021
JULY**

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ (33.45)
TOTAL	<u>\$ (33.45)</u>
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	<u>\$ -</u>
Amee Dowkes	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	<u>\$ -</u>
Gustavo Melgoza	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	<u>\$ -</u>
Connie Luna	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	<u>\$ -</u>
Nicole Castrejon	
Travel/Conference	\$ -
Center Supplies	\$ -
	<u>\$ -</u>
VISA Grand Total	\$ (33.45) ****
Nugget/Food4Less	\$ -
InterState Oil	\$ -
TOTAL MONTHLY EXPENDITURES:	\$ (33.45)

**Credit card statements available upon request

**Programas Head Start/Early Head Start
 REPORTE DE TARJETAS DE CRÉDITO
 Año FISCAL 2020/2021**

SUPERVISOR	VISA
Gail Nadal	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ (33.45)
	<u>\$ (33.45)</u>
Genet Telahun	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
Total	<u>\$ -</u>
Amee Dowkes	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
Total	<u>\$ -</u>
Gustavo Melgoza	
Viaje/Conferencia	\$ -
Artículos para oficina	\$ -
Total	<u>\$ -</u>
Connie Luna	
Viaje/conferencia	\$ -
Articulos para oficina	\$ -
Total	<u>\$ -</u>
Nicole Castrejon	
Viaje/conferencia	\$ -
Articulos para oficina	\$ -
Total	<u>\$ -</u>
VISA Grand Total	\$ (33.45)
NUGGET/FOOD 4 LESS	\$ -
INTERSTATE OIL	\$ -

Total de Gastos Mensuales: \$ (33.45) ***

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

**Headstart / Early Head Start
2020/2021 Fiscal Year
Administrative Percentage Calculation
July 2020**

Step 1: Calculate % rent is administrative expense

Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
-	-	#DIV/0!	\$ -	#DIV/0!

Dual Facility Costs - All Sites July 2020 thru June 2021				
Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
360.00	22,125.00	0.013145	\$ 14,011.54	\$ 184.18

Step 2: Calculate maximum administrative expenses allowed for 15%

Federal Share	\$ 188,839.64	All Grants
Required 20 percent NFS	\$ 47,209.91	Non Federal Share
Total Approved Costs	<u>\$ 236,049.55</u>	
15% Administrative Cost Limitation	<u>\$ 35,407.43</u>	

Step 3: Identify total administrative expenses

Dual Facility Costs	\$ 184.18	Per Above Calculation in step 1
School Admin	\$ 19,451.11	Staff charged to Administration
General Admin	\$ 17,599.57	Indirect
Total	<u>\$ 37,234.87</u>	

Grant Expenditures	\$ 188,836.64
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 188,836.64</u>

Currently Charged Admin Costs	\$ 37,234.87
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 37,234.87</u>

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 16%

**HEAD START/EARLY HEAD START
2020/2021 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	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
August	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
September	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
October	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
November	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
December	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
January	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
February	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
March	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
April	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
May	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
June	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
		\$ 191,808.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 191,808.00

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of July 31, 2020	In-Kind Required
Head Start:	114,008.67	28,502.17
Head Start T & TA:	0.00	0.00
Early Head Start:	74,830.97	18,707.74
Early Head Start T & TA:	0.00	0.00
Total:	188,839.64	47,209.91

Amount Required: 47,209.91
Actual In-Kind: 191,808.00

*Surplus/(Deficit): 144,598.09

Surplus(Deficit): 144,598.09

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
August 28, 2020 from 10:00 a.m. to 11:00 a.m.
1280 Santa Anita Court Suite 140 Woodland, CA 95776**

Consistent with the Shelter in Place orders from the Governor and Yolo County, this meeting is compliant with the Governor's Executive Order N-29-20, which allows for a deviation of teleconference rules required by the Brown Act. In person, attendance will not be permitted. Please use zoom for public comment.

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 Approval – August 28, 2020 Agenda

3.2 Approval – July 31, 2020 Minutes

Action

4.0 Public Comment:

This will be a virtual meeting - please use Zoom for Public Comment

This item is placed on the agenda for 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.

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; 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; 285 West Beamer Street, Woodland, CA 95695; 1444 Stetson Street Woodland, CA 95776

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 Employment of Substitutes – Margie Valenzuela
 - 5.3 Employment of Various Service Providers – Margie Valenzuela
- Possible Action** **6.0** **Open Session:**
- 6.1 Old Business:

 - 6.2 New Business:
 - 6.2.1 New School Plan 2020-2021
 - 6.2.2 Family Engagement
 - 6.2.3 Ensuring Strong Connections
- Information & Discussion** **7.0** **Financial Report-** *Debra Hinely*
- Information** **8.0** **Program Operations: Service Area Reports-**Connie Luna, Site Coordinator
- Information** **9.0** **Confirmation Next Meeting Date**
- Regular Meeting-* Friday, September 25, 2020 at 10:00 a.m. – 11:00 a.m.
This will be a virtual meeting via Zoom
- Action** **10.0** **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 Maria Cardenas (530) 668-3756 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 Maria Cardenas 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) 668-3840 [fax]



**HEAD START/EARLY HEAD START
POLICY COUNCIL MEETING MINUTES**

July 31, 2020

1280 Santa Anita Court Suite 140 Woodland CA 95776

This meeting was conducted via Zoom and conference call in. A public location was provided at the Yolo County Office of Education for public to attend and comment as needed.

Council Members Present:

*Rizwana Shaik
Annalisa Vasquez
Yolizma Flores – Villegas
Angelina Melendrez
Brenda Macias
Carla Ortiz
Karisma Nepal Koirala*

YCOE Staff:

*Gail Nadal, ECE Director
Genet Telahun, Program Administrator
Claudia Cano, Health Specialist
Maria Cardenas, Administration Secretary
Marco Raya, Interpreter
Kim Magallanes, Sr. Bus. Svcs. Tech.*

AFSCME Council 57:

None

YCOE Administration:

*Margie Valenzuela, Executive Director Human Resources
Debra Hinely, Internal Business Director*

Community Members Present:

1.0 Call to Order: 10:03 a.m.

2.0 Introductions/Recognition of Visitors

3.0 Consent Agenda:

- 3.1 Approval of June 26, 2020 Agenda M1: Karisma Nepal Koirala M2: Rizwana Shaik**
- 3.2 Approval of July 31, 2020 Agenda M1: Rizwana Shaik M2: Karisma Nepal Koirala**
- 3.3 Approval of May 18, 2020 Minutes M1: Angelina Melendrez M2: Karisma Nepal Koirala**
- 3.4 Approval of June 26, 2020 Minutes M1: Angelina Melendrez M2: Karisma Nepal Koirala**

5.0 Adjourned to Close Session:

5.1 Employment of New Hires – Margie Valenzuela – M1: Angelina Melendrez M2: Karisma N. Koirala

5.2 Employment of Substitutes – Margie Valenzuela – M1: Angelina Melendrez M2: Yolizma Flores-Villegas

5.3 Employment of Various Service Providers – Margie Valenzuela - None

6.0 Open Session:

6.1 Old Business: NONE

6.2 New Business:

6.2.1 New School Plan -Genet

6.2.2 Family Engagement -Genet

6.2.3 Ensuring Strong Connections -Genet

We had Technical difficulties with our presenter she will present next month.

7.0 Financial Report: *Debra Hinely*

Kim went over Financial Report for the month of July 2020.

8.0 Confirm Next Meeting Date:

Regular Meeting will be Friday August 28, 2020 at 10:00 a.m. -12:00 p.m.

This meeting will be conducted via Zoom and conference call in. A public location was provided at the Yolo County Office of Education for public to attend and comment as needed at the Santa Anita Offices located at 1280 Santa Anita Court Conference Center Woodland CA 95776

9.0 Motion for Adjournment: The meeting adjourned at 10:39 am

Roll Call: Members participating were Rizwana Shaik, Annalisa Vasquez, Yolizma Flores-Villegas, Angelina Melendrez, Brenda Macias, Carla Ortiz and Karisma Nepal Koirala.

8. 3. Williams Annual Report

Description

Each year the County Superintendent of Schools must prepare a report that reflects 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. The attached letter fulfills that obligation.

Supporting Documents

 [19-20 Williams Annual Report Transmittal.pdf](#)

 [19-20 Annual Report Woodland JUSD.pdf](#)

 [19-20 Annual Report Winters JUSD.pdf](#)

 [19-20 Annual Report Yolo County Board of Supervisors.pdf](#)

 [19-20 Annual Report Washington USD.pdf](#)

 [19-20 Annual Report YCBE.pdf](#)

Contact Person

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

Information

Each year the County Superintendent of Schools must prepare a report that reflects 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. The attached letter fulfills that obligation.

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

SUBJECT: Annual Report on Yolo County Schools in Decile 1-3 2019-20	AGENDA ITEM #:
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Deborah Bruns
<u>BACKGROUND:</u>	DATE: September 1, 2020

Each year the County Superintendent of Schools must prepare a report that reflects 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. The attached letter fulfills that obligation.

RECOMMENDATION/COMMENTS: For information.

WILLIAMS LAWSUIT SETTLEMENT
2019-2020 Annual Report for the Woodland Joint Unified
School District for Three Required Areas and Optional Reporting of
Uniform Complaints Data and Related Audit Findings

August 20, 2020

Morgan Childers, President
Woodland JUSD Board of Education
435 Sixth Street
Woodland, CA 95695

Dear Mr. Childers:

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 annual report for fiscal year 2019-2020 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits and reviews at the Woodland Joint Unified School District.

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

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

The law further requires that the county superintendent:

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

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

of the environment in which Dingle Elementary, Freeman Elementary, Gibson Elementary, Ramón S. Tafoya Elementary, and Woodland Prairie Elementary Schools are functioning.

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

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

My findings were as follows:

Instructional Materials:

Dingle Elementary School: *Visited Dingle Elementary School on September 12, 2019. No insufficiencies were found.*

Freeman Elementary School: *Visited Freeman Elementary School on September 12, 2019. No insufficiencies were found.*

Gibson Elementary School: *Visited Gibson Elementary School on September 18, 2019. No insufficiencies were found.*

Ramón S. Tafoya Elementary School: *Visited Tafoya Elementary School on September 18, 2019. No insufficiencies were found.*

Woodland Prairie Elementary School: *Visited Woodland Prairie Elementary School on September 19, 2019. No insufficiencies were found.*

School Facilities: YCOE’s Coordinator of Support Operation Services conducted a site facilities inspection using the State of California’s Facility Inspection Tool (FIT) for each of the following sites below.

Dingle Elementary School

Visited Dingle Elementary School September 20, 2019.

School facility received an overall inspection rating of FAIR

Dingle has normal wear and tear for a school site of its age. The deficiencies noted are easily correctable.

Freeman Elementary School

Visited Freeman Elementary School on September 12, 2019.

School facility received an overall inspection rating: GOOD.

Woodland JUSD Board of Education
August 20, 2020

Gibson Elementary School

Visited Gibson Elementary School September 18, 2019.
School facility received an overall inspection rating: GOOD.

Ramón S. Tafoya Elementary School

Visited Tafoya Elementary School on September 18, 2019.
School facility received an overall inspection rating: GOOD.

Woodland Prairie Elementary School

Visited Prairie Elementary School on September 20, 2019.
School facility received an overall inspection rating: FAIR.
Prairie looks well maintained overall with easily remedied deficiencies.

School Accountability Report Card:

Dingle Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Freeman Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Gibson Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Ramón S. Tafoya Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Woodland Prairie Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Misassignments and Teacher Vacancies:

The annual review conducted by YCOE Human Resources timing has changed. Misassignments and Teacher Vacancies will be reported annually in the 2nd quarter of each school year beginning in 2020-21.

Uniform Complaints:

A review of the quarterly submission showed that 2 complaints were filed with the district during in 2019-20. Both complaints were resolved.

Woodland JUSD Board of Education
August 20, 2020

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	2	2	0
Facilities Conditions	0	0	0
TOTALS	2	2	0

The Yolo County Office of Education will continue to be available to support any actions that may be needed to address any issues. We would like to extend our appreciation to the governing boards, administrations and site staff at the school district for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Garth Lewis
Yolo County Superintendent of Schools

Cc: Tom Pritchard, Superintendent, Woodland Joint Unified School District

WILLIAMS LAWSUIT SETTLEMENT
2019-2020 Annual Report for the Winters Joint Unified
School District for Three Required Areas and Optional Reporting of
Uniform Complaints Data and Related Audit Findings

August 20, 2020

Rudolph Muldong, President
Winters JUSD Board of Education
909 West Grant Avenue
Winters, CA 95694

Dear Mr. Muldong:

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 annual report for fiscal year 2019-2020 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits and reviews at the Winters Joint Unified School District.

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

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

The law further requires that the county superintendent:

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

While the Uniform Complaint data are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have a complete understanding of the environment in which Waggoner Site for Winters Elementary is functioning.

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

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

My findings were as follows:

Instructional Materials:

Winters Elementary School – Waggoner Site

Visited the Waggoner Elementary School on September 11, 2019. No insufficiencies were found.

School Facilities: YCOE’s Coordinator of Support Operation Services conducted a site facilities inspection using the State of California’s Facility Inspection Tool (FIT) for each of the following sites below.

A rating of FAIR indicates that the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Winters Elementary School – Waggoner Site

Visited Waggoner Elementary School on September 16, 2019.

School facility inspection rating: FAIR

Waggoner is in need of attention. There are multiple deficiencies that could be affecting the overall learning environment. Walking around the campus, the paint is starting to wear in certain areas which could lead to dry rot. There are also beams that are deteriorating due to dry rot on certain buildings.

Work orders were submitted for all deficiencies noted.

School Accountability Report Card:

Winters Elementary School – Waggoner Site: The 18-19 SARC that is posted on the school website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments. Information on “actions taken or planned” for the needed repairs noted in the report was not available at the time the SARC was published so is not included. It is recommended that this information be included in future SARC as we know the district has addressed those issues

Winters JUSD Board of Education
August 20, 2020

Misassignments and Teacher Vacancies:

The annual review conducted by YCOE Human Resources timing has changed. Misassignments and Teacher Vacancies will be reported annually in the 2nd quarter of each school year beginning in 2020-21.

Uniform Complaints:

A review of the quarterly submissions showed the following:

- No complaints during the 2019-2020 school year.

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

The Yolo County Office of Education will continue to be available to support any actions that may be needed to address any issues. We would like to extend our appreciation to the governing boards, administrations and site staff at the school district for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Garth Lewis
Yolo County Superintendent of Schools

Cc: Diana Jimenez, Superintendent, Winters Joint Unified School District

WILLIAMS LAWSUIT SETTLEMENT
**2019-2020 Annual Report for the Washington, Winters, and Woodland
School Districts for Three Required Areas and Optional Reporting of
Uniform Complaints Data and Related Audit Findings**

August 20, 2020

Gary Sandy, Chair
Jim Provenza, Vice-Chair
Oscar Villegas
Don Saylor
Duane Chamberlain

Dear Mr. Sandy, Mr. Provenza, Mr. Villegas, Mr. Saylor and Mr. Chamberlain:

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 annual report for fiscal year 2019-2020 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits and reviews at the Washington Unified, Winters Joint Unified, and Woodland Joint Unified School Districts.

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 Elementary, Stonegate

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

My findings were as follows:

Instructional Materials:

Washington Unified School District:

Elkhorn Village Elementary School

Visited Elkhorn Village on September 4, 2019. No insufficiencies were found.

Riverbank Elementary School

Visited Riverbank on September 4, 2019. No insufficiencies were found.

Stonegate Elementary School

Visited Stonegate on September 5, 2019. No insufficiencies were found.

Westfield Village Elementary School

Visited Westfield Village on September 5, 2019. No insufficiencies were found.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site

Visited the Waggoner Elementary School on September 11, 2019. No insufficiencies were found.

Woodland Joint Unified School District:

Dingle Elementary School: *Visited Dingle Elementary School on September 12, 2019. No insufficiencies were found.*

Freeman Elementary School: *Visited Freeman Elementary School on September 12, 2019. No insufficiencies were found.*

Gibson Elementary School: *Visited Gibson Elementary School on September 18, 2019. No insufficiencies were found.*

Ramón S. Tafoya Elementary School: *Visited Tafoya Elementary School on September 18, 2019. No insufficiencies were found.*

Woodland Prairie Elementary School: *Visited Woodland Prairie Elementary School on September 19, 2019. No insufficiencies were found*

School Facilities: YCOE's Coordinator of Support Operation Services conducted a site facilities inspection using the State of California's Facility Inspection Tool (FIT) for each of the following sites below.

A rating of GOOD indicates that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Washington Unified School District:

Elkhorn Village Elementary School

Visited Elkhorn Village Elementary School on September 6, 2019.

School facility inspection rating: GOOD.

Work orders were submitted for all deficiencies noted.

Riverbank Elementary School

Visited Riverbank Elementary School on September 6, 2019.

School facility inspection rating: GOOD

Work orders were submitted for all deficiencies noted.

Stonegate Elementary School

Visited Stonegate Elementary School on September 10, 2019.

School facility inspection rating: GOOD

Work orders were submitted for all deficiencies noted.

Westfield Village Elementary School

Visited Westfield Elementary School on September 10, 2019.

School facility inspection rating: GOOD

Work orders were submitted for all deficiencies noted.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site

Visited Waggoner Elementary School on September 16, 2019.

School facility inspection rating: FAIR

Work orders were submitted for all deficiencies noted.

Woodland Joint Unified School District:

Dingle Elementary School

Visited Dingle Elementary School September 20, 2019.

School facility received an overall inspection rating of FAIR

Dingle has normal wear and tear for a school site of its age. The deficiencies noted are easily correctable.

Freeman Elementary School

Visited Freeman Elementary School on September 12, 2019.

School facility received an overall inspection rating: GOOD.

Gibson Elementary School

Visited Gibson Elementary School September 18, 2019.

School facility received an overall inspection rating: GOOD.

Ramón S. Tafoya Elementary School

Visited Tafoya Elementary School on September 18, 2019.

School facility received an overall inspection rating: GOOD.

Woodland Prairie Elementary School

Visited Prairie Elementary School on September 20, 2019.

School facility received an overall inspection rating: FAIR.

Prairie looks well-maintained overall with easily remedied deficiencies.

School Accountability Report Card:

Washington Unified School District:

Elkhorn Village Elementary School: The 2018-19 SARC that is posted on the school and CDE websites were reviewed on May 1, 2020. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Riverbank Elementary School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. The SARC that is posted on the CDE website includes the required information regarding facilities, instructional materials and teacher assignments. As of 08/20/2020, the SARC that is posted on the school website is different and still does not include the correct information regarding facilities and instructional materials. The facilities section does not include “action taken or planned” for needed repairs. The instructional materials section is incorrect regarding History Social Science instructional materials for K-5. These are not from the current adoption.

Stonegate K-8 School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Westfield Village Elementary School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site: The 18-19 SARC that is posted on the school website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments. Information on “actions taken or planned” for the needed repairs noted in the report was not available at the time the SARC was published so is not included. It is recommended that this information be included in future SARC as we know the district has addressed those issues

Woodland Joint Unified School District:

Dingle Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Freeman Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Gibson Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Ramón S. Tafoya Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Woodland Prairie Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Misassignments and Teacher Vacancies:

The annual review conducted by YCOE Human Resources timing has changed. Misassignments and Teacher Vacancies will be reported annually in the 2nd quarter of each school year beginning in 2020-21.

Uniform Complaints:

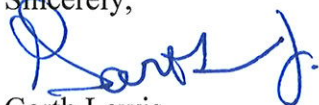
A review of the quarterly submissions showed the following:

- **Davis Joint Unified School District:** No complaints during the 2019-2020 school year.
- **Esparto Unified School District:** No complaints during the 2019-2020 school year.
- **Washington Unified School District:** No complaints during the 2019-2020 school year.
- **Winters Joint Unified School District:** No complaints during the 2019-2020 school year.
- **Woodland Joint Unified School District:** A review of the quarterly submission showed that 2 complaints were filed with the district during the 2019-20 school year. ***Both complaints were resolved***

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	2	2	0
Facilities Conditions	0	0	0
TOTALS	2	2	0

The Yolo County Office of Education will continue to be available to support any actions that may be needed to address any issues. We would like to extend our appreciation to the governing boards, administrations and site staff at the school districts for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Garth Lewis
Yolo County Superintendent of Schools

WILLIAMS LAWSUIT SETTLEMENT
2019-2020 Annual Report for the Washington Unified
School District for Three Required Areas and Optional Reporting of
Uniform Complaints Data and Related Audit Findings

August 20, 2020

Preston Jackson, President
Washington USD Board of Education
930 Westacre Road
West Sacramento, CA 95691

Dear Mr. Jackson:

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 annual report for fiscal year 2019-2020 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits and reviews at the Washington Unified School District.

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 Elementary, Stonegate Elementary, and Westfield Village Elementary Schools are functioning.

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

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

My findings were as follows:

Instructional Materials:

Elkhorn Village Elementary School

Visited Elkhorn Village on September 4, 2019. No insufficiencies were found.

Riverbank Elementary School

Visited Riverbank on September 4, 2019. No insufficiencies were found.

Stonegate Elementary School

Visited Stonegate on September 5, 2019. No insufficiencies were found.

Westfield Village Elementary School

Visited Westfield Village on September 5, 2019. No insufficiencies were found.

School Facilities: YCOE’s Coordinator of Support Operation Services conducted a site facilities inspection using the State of California’s Facility Inspection Tool (FIT) for each of the following sites below.

A rating of GOOD indicates that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Elkhorn Village Elementary School

Visited Elkhorn Village Elementary School on September 6, 2019.

School facility inspection rating: GOOD.

Work orders were submitted for all deficiencies noted.

Riverbank Elementary School

Visited Riverbank Elementary School on September 6, 2019.

School facility inspection rating: GOOD

Work orders were submitted for all deficiencies noted.

WUSD Board of Education
August 20, 2020

Stonegate Elementary School

*Visited Stonegate Elementary School on September 10, 2019.
School facility inspection rating: GOOD*

Work orders were submitted for all deficiencies noted.

Westfield Village Elementary School

*Visited Westfield Elementary School on September 10, 2019.
School facility inspection rating: GOOD*

Work orders were submitted for all deficiencies noted.

School Accountability Report Card:

Elkhorn Village Elementary School: The 2018-19 SARC that is posted on the school and CDE websites were reviewed on May 1, 2020. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Riverbank Elementary School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. The SARC that is posted on the CDE website includes the required information regarding facilities, instructional materials and teacher assignments. As of 08/20/2020, the SARC that is posted on the school website is different and still does not include the correct information regarding facilities and instructional materials. The facilities section does not include “action taken or planned” for needed repairs. The instructional materials section is incorrect regarding History Social Science instructional materials for K-5. These are not from the current adoption.

Stonegate K-8 School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Westfield Village Elementary School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Misassignments and Teacher Vacancies:

The annual review conducted by YCOE Human Resources timing has changed. Misassignments and Teacher Vacancies will be reported annually in the 2nd quarter of each school year beginning in 2020-21.

Uniform Complaints:

A review of the quarterly submissions showed the following:

- No complaints during the 2019-2020 school year.

WUSD Board of Education
August 20, 2020

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

The Yolo County Office of Education will continue to be available to support any actions that may be needed to address any issues. We would like to extend our appreciation to the governing boards, administrations and site staff at the school district for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Garth Lewis
Yolo County Superintendent of Schools

Cc: Linda C. Luna, Superintendent, Washington Unified School District

WILLIAMS LAWSUIT SETTLEMENT
**2019-2020 Annual Report for the Washington, Winters, and Woodland
School Districts for Three Required Areas and Optional Reporting of
Uniform Complaints Data and Related Audit Findings**

August 20, 2020

Carol Souza Cole, President
Matt Taylor, Vice President
Shelton B. Yip
Tico Zendejas
Melissa Moreno

Dear Trustees Souza Cole, Taylor, Yip, Zendejas, 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 annual report for fiscal year 2019-2020 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits and reviews at the Washington Unified, Winters Joint Unified, and Woodland Joint Unified School Districts.

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

My findings were as follows:

Instructional Materials:

Washington Unified School District:

Elkhorn Village Elementary School

Visited Elkhorn Village on September 4, 2019. No insufficiencies were found.

Riverbank Elementary School

Visited Riverbank on September 4, 2019. No insufficiencies were found.

Stonegate Elementary School

Visited Stonegate on September 5, 2019. No insufficiencies were found.

Westfield Village Elementary School

Visited Westfield Village on September 5, 2019. No insufficiencies were found.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site

Visited the Waggoner Elementary School on September 11, 2019. No insufficiencies were found.

Woodland Joint Unified School District:

Dingle Elementary School: *Visited Dingle Elementary School on September 12, 2019. No insufficiencies were found.*

Freeman Elementary School: *Visited Freeman Elementary School on September 12, 2019. No insufficiencies were found.*

Gibson Elementary School: *Visited Gibson Elementary School on September 18, 2019. No insufficiencies were found*

Ramón S. Tafoya Elementary School: *Visited Tafoya Elementary School on September 18, 2019. No insufficiencies were found*

Woodland Prairie Elementary School: *Visited Woodland Prairie Elementary School on September 19, 2019. No insufficiencies were found*

School Facilities: YCOE's Coordinator of Support Operation Services conducted a site facilities inspection using the State of California's Facility Inspection Tool (FIT) for each of the following sites below.

A rating of GOOD indicates that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Washington Unified School District:

Elkhorn Village Elementary School

Visited Elkhorn Village Elementary School on September 6, 2019.

School facility inspection rating: GOOD.

Work orders were submitted for all deficiencies noted.

Riverbank Elementary School

Visited Riverbank Elementary School on September 6, 2019.

School facility inspection rating: GOOD

Work orders were submitted for all deficiencies noted.

Stonegate Elementary School

Visited Stonegate Elementary School on September 10, 2019.

School facility inspection rating: GOOD

Work orders were submitted for all deficiencies noted.

Westfield Village Elementary School

Visited Westfield Elementary School on September 10, 2019.

School facility inspection rating: GOOD

Work orders were submitted for all deficiencies noted.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site

Visited Waggoner Elementary School on September 16, 2019.

School facility inspection rating: FAIR

Work orders were submitted for all deficiencies noted.

Woodland Joint Unified School District:

Dingle Elementary School

Visited Dingle Elementary School September 20, 2019.

School facility received an overall inspection rating of FAIR

Dingle has normal wear and tear for a school site of its age. The deficiencies noted are easily correctable.

Freeman Elementary School

Visited Freeman Elementary School on September 12, 2019.

School facility received an overall inspection rating: GOOD.

Gibson Elementary School

Visited Gibson Elementary School September 18, 2019.

School facility received an overall inspection rating: GOOD.

Ramón S. Tafoya Elementary School

Visited Tafoya Elementary School on September 18, 2019.

School facility received an overall inspection rating: GOOD.

Woodland Prairie Elementary School

Visited Prairie Elementary School on September 20, 2019.

School facility received an overall inspection rating: FAIR.

Prairie looks well-maintained overall with easily remedied deficiencies.

School Accountability Report Card:

Washington Unified School District:

Elkhorn Village Elementary School: The 2018-19 SARC that is posted on the school and CDE websites were reviewed on May 1, 2020. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Riverbank Elementary School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. The SARC that is posted on the CDE website includes the required information regarding facilities, instructional materials and teacher assignments. As of 08/20/2020, the SARC that is posted on the school website is different and still does not include the correct information regarding facilities and instructional materials. The facilities section does not include “action taken or planned” for needed repairs. The instructional materials section is incorrect regarding History Social Science instructional materials for K-5. These are not from the current adoption.

Stonegate K-8 School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Westfield Village Elementary School: The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

Winters Joint Unified School District:

Winters Elementary School – Waggoner Site: The 18-19 SARC that is posted on the school website was reviewed on April 22. It includes the required information regarding facilities,

instructional materials and teacher assignments. Information on “actions taken or planned” for the needed repairs noted in the report was not available at the time the SARC was published so is not included. It is recommended that this information be included in future SARC as we know the district has addressed those issues

Woodland Joint Unified School District:

Dingle Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Freeman Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Gibson Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Ramón S. Tafoya Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Woodland Prairie Elementary School: The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

Misassignments and Teacher Vacancies:

The annual review conducted by YCOE Human Resources timing has changed. Misassignments and Teacher Vacancies will be reported in the 2nd quarter.

Uniform Complaints:

A review of the quarterly submissions showed the following:

- **Davis Joint Unified School District:** No complaints during the 2019-2020 school year.
- **Esparto Unified School District:** No complaints during the 2019-2020 school year.
- **Washington Unified School District:** No complaints during the 2019-2020 school year.
- **Winters Joint Unified School District:** No complaints during the 2019-2020 school year.
- **Woodland Joint Unified School District:** A review of the quarterly submission showed that 2 complaints were filed with the district during the 2019-20 school year. ***Both complaints were resolved***

Yolo County Board of Education
August 20, 2020

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	2	2	0
Facilities Conditions	0	0	0
TOTALS	2	2	0

The Yolo County Office of Education will continue to be available to support any actions that may be needed to address any issues. We would like to extend our appreciation to the governing boards, administrations and site staff at the school districts for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Garth Lewis
Yolo County Superintendent of Schools

8. 4. Disposition of Surplus Equipment

Description

The Yolo County Office of Education has various items of obsolete equipment that are not required for use by the organization.

The list describing the specific items intended for disposal is attached. Per OP 3270.00, YCOE is providing this itemized list of surplus equipment for the Board's review.

August 19, 2020 Head Start approved moving forward with the disposition action as proposed.

Recommendation

For information.

Supporting Documents



[09-08-2020 Board Agenda Esparto 2 Surplus.pdf](#)

Contact Person

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

2020 YCOE HEAD START PROGRAM Surplus List

September 8, 2020

<u>QTY</u>	<u>Description</u>	<u>Value</u>
	4 Compact preschool cubby 6 with totes	\$ -
	1 Sign in/out podium	
	2 60" x 30" Classroom Work Table	
25	12" Woodcrest Chairs	
2	14" Woodcrest Chairs	
1	16" Woodcrest Chair	
1	Square Woodcrest Table	
1	Small Round Table	
1	Large Round Table	
1	Light Table	
1	Writing Desk	
1	Play Stove	
1	Play Sink	
1	Play Refrigerator	
1	Cupboard	
1	Play Crib	
1	Translucent Back Fixed Shelf	
6	Storage Unit Shelf	
1	Water Table	
1	Office Desk	
1	Office Chair	
1	4 File Drawers Vertical File Cabinet, Locking, Letter,	
1	2 File Drawers Vertical File Cabinet, Locking	
1	Wooden Safety Gate with door	
3	Wooden Panels	

8. 5. First Reading of Board Policies - 6000 Series

Quick Summary / Abstract

The language in Administrative Regulation 6178 - Career Technical Education has been updated.

Description

The language in Administrative Regulation 6178 - Career Technical Education has been updated. Previously, this administrative regulation referenced "special" populations, which has been updated to be "historically excluded or underserved" populations. Attached you will find a version of Administrative Regulation 6178 - Career Technical Education with track changes, as well as a clean copy.

Recommendation

Administrative Regulation 6178 is being presented for information only.

Supporting Documents

 [Revised AR 6178 for September Clean Copy.pdf](#)

 [Revised AR 6178 for September with Track Changes.pdf](#)

Contact Person

Carolynne Beno, Associate Superintendent of Educational Services will present this item.

CAREER TECHNICAL EDUCATION

Federal Grants for Career Technical Education (Perkins)

The Yolo County Office of Education may consider submission to the California Department of Education an application for a basic grant of the federal Strengthening Career and Technical Education for the 21st Century Act. If submitting, the application shall address the components specified in 20 USC 2354 and any additional requirements specified in the state plan developed pursuant to 20 USC 2342. (20 USC 2354)

(cf. 3230 - Federal Grant Funds)

If federal Perkins grants are pursued, the County Office shall conduct a needs assessment in accordance with 20 USC 2354, which shall be updated at least once every two years. The needs assessment shall be conducted in consultation with representatives of County Office CTE programs, postsecondary CTE programs, state or local workforce development boards and businesses, parents/guardians, students, and other specified stakeholders. (20 USC 2354)

To meet the needs identified in the needs assessment, the Yolo County Superintendent of Schools or designee shall develop, coordinate, implement, or improve CTE programs that are of sufficient size, scope, and quality to be effective and that fulfill the following purposes: (20 USC 2355)

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including students in the middle grades, in making informed plans and decisions about future education and career opportunities and programs of study. Such activities shall occur before students enroll and while they are participating in a CTE program, and may include:
 - a. Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields
 - b. Readily available career and labor market information, including information on occupational supply and demand, educational requirements, other information on careers aligned to economic priorities, and employment sectors
 - c. Programs and activities related to the development of student graduation and career plans
 - d. Career guidance and academic counselors who provide information on postsecondary education and career options
 - e. Any other activity that advances knowledge of career opportunities and assists students in

CAREER TECHNICAL EDUCATION (continued)

making informed decisions about future education and employment goals, including nontraditional fields

f. Activities that provide students with strong experience in, and comprehensive understanding of, all aspects of an industry

(cf. 6143 - Courses of Study)

2. Provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

3. Integrate academic skills into CTE programs and programs of study to support participating students in meeting state academic standards

4. Provide professional development for teachers, school leaders, administrators, specialized instructional support personnel, guidance counselors, and/or paraprofessionals, which may include the types of activities listed in 20 USC 2355

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6164.2 - Guidance/Counseling Services)

5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement. Such elements may include curriculum aligned with program requirements, sustainable relationships among community stakeholders, opportunities for students to participate in accelerated learning programs, equipment and instructional materials aligned with business and industry needs, and other activities specified in 20 USC 2355.

6. Develop and implement evaluations of the activities funded by the grant

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

The County Office's program shall provide activities to prepare historically excluded or underserved populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency. Historically excluded or underserved populations shall be provided with equal access to CTE programs and shall not be unlawfully discriminated against. Historically excluded or underserved populations include, but are not limited to, students with disabilities, students from economically disadvantaged families, pregnant and

CAREER TECHNICAL EDUCATION (continued)

parenting students, out-of-work individuals, English learners, homeless students, foster youth, children of military families, and students preparing for nontraditional fields. Nontraditional fields include occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. (20 USC 2302, 2354, 2373)

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

(cf. 0415 - Equity)

Upon written request from a nonprofit private school within the geographical area served by the County Office, the County Superintendent or designee shall consult with private school representatives in a timely and meaningful manner and may provide for the participation of private school secondary students in the County Office's programs and activities funded pursuant to 20 USC 2301-2414. To the extent practicable, the County Superintendent or designee shall also, upon request, permit participation of CTE teachers, administrators, and other personnel from private schools in the County Office's inservice and preservice professional development programs funded through such grants. (20 USC 2397)

Linked Learning Programs

The County Office may offer one or more comprehensive, multi-year linked learning programs in grades 9-12 that are organized around a broad theme, interest area, or industry sector including, but not limited to, the industry sectors identified in model standards adopted by the State Board of Education pursuant to Education Code 51226. The program shall provide all participating students with curriculum choices that prepare them for career entry and a full range of postsecondary options, including two-year and four-year colleges, apprenticeships, and formal employment training.

At a minimum, if a linked learning program is offered, the County Office's linked learning program shall include:

1. An integrated core curriculum that meets the eligibility requirements for admission to the University of California and the California State University and is delivered through project-based learning and other engaging instructional strategies that bring real-world context and relevance to the curriculum where broad themes, interest areas, and CTE are emphasized
2. An integrated technical core of a sequence of at least four related courses that may reflect CTE standards-based courses and that provide students with career skills, are aligned to academic principles, and fulfill academic core requirements described in item #1 above to the extent possible
3. A series of work-based learning opportunities that begin with mentoring and job

CAREER TECHNICAL EDUCATION (continued)

shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships

4. Support services, including supplemental instruction in reading and mathematics, that help students master the advanced academic and technical content that is necessary for success in college and career

Partnership Academies

The County Office may consider operation of one or more partnership academies as a school-within-a-school focused on a broad career theme. If implemented, the program shall be available to students in grades 10-12, at least half of whom shall be students who are at risk of dropping out of school as indicated by three or more of the following criteria: (Education Code 54690-54691)

1. Past record of irregular attendance, with absence from school 20 percent or more of the school year

(cf. 5113.1 - Chronic Absence and Truancy)

2. Past record of underachievement in which the student is at least one-third of a year behind the coursework for the respective grade level, or as demonstrated by credits achieved
3. Past record of low motivation or disinterest in the regular school program
4. Economic disadvantage
5. Scores below basic or far below basic on the mathematics or English language arts test of the California Assessment of Student Performance and Progress
6. A grade point average of 2.2 or below or the equivalent of a C minus

Ninth-grade teachers and counselors shall identify students eligible to participate in a partnership academy. Participating students shall be selected by academy staff from among those who have expressed an interest in the academy and whose parents/guardians have approved the student's participation. (Education Code 54695)

The County Office's program shall provide: (Education Code 54692)

1. During each regular school term, instruction in at least three academic subjects that:
 - a. Prepares students for a regular high school diploma

CAREER TECHNICAL EDUCATION (continued)

- b. Where possible and appropriate, prepares students to meet subject requirements for admission to the California State University and University of California
- c. Contributes to an understanding of the occupational field of the academy
- 2. CTE courses offered at each grade level at the academy that are part of an occupational course sequence that targets comprehensive skills and meets the criteria specified in Education Code 54692
- 3. Classes that are block scheduled in a cluster whenever possible to provide flexibility to academy teachers and which may vary in number during grade 12
- 4. A mentor from the business community for students during grade 11
- 5. An employer-based internship or work experience that occurs during the summer following grade 11 or during grade 12
- 6. Additional motivational activities with private sector involvement to encourage academic and occupational preparation

Attendance in academy classes shall be limited to students enrolled in the academy. (Education Code 54692)

The County Superintendent or designee shall establish an advisory committee consisting of individuals involved in academy operations, including County Office and school administrators, lead teachers, and representatives of the private sector. (Education Code 54692)

Apprenticeship Programs

The County Office may offer high school and/or adult education students a program of orientation to apprenticeships that acquaints students with a broad range of career options, provides information regarding available apprenticeship programs, and provides classroom instructional job training which guides students to a registered apprenticeable occupation.

(cf. 6200 - Adult Education)

If offered, the County Office's program shall:

- 1. Introduce students to what they need to know in order to apply, test, and interview for acceptance into an apprenticeship program
- 2. Demonstrate the need for proficiency in reading and comprehension, mathematics,

CAREER TECHNICAL EDUCATION (continued)

science, and technology

3. Emphasize the necessity to have the ability to communicate in reading, writing, speaking, listening, and numeration skills
4. Identify the knowledge, skills, and attitudes needed to enter and successfully complete an apprenticeship program
5. Provide an orientation to a specific craft or trade or to an industry

The County Office may enter into an agreement with a local business, labor or management apprenticeship committee, and/or joint labor-management apprenticeship committee that has been approved by the Department of Industrial Relations' Division of Apprenticeship Standards to sponsor an apprenticeship program in order to develop and deliver related and supplemental instruction to students participating in a registered apprenticeship program. (Education Code 8150-8155; Labor Code 3074, 3075, 3078)

Regional Occupational Center/Program

The County Office may operate and/or partner with a regional occupational center or program (ROC/P), established pursuant to Education Code 52335.12, which offers CTE courses, linked learning programs, partnership academies, and/or pre-apprenticeship and apprenticeship programs as appropriate.

(cf. 6178.2 - Regional Occupational Center/Program)

If offered, occupational course sequences offered by the ROC/P shall provide prerequisite courses needed to enter apprenticeship or postsecondary vocational certificate or degree programs, focus on occupations requiring comprehensive skills leading to high entry-level wages and/or the possibility of significant wage increases after a few years on the job, offer as many courses as possible that meet college admission requirements, and lead to attainment of an occupational skill certificate. (Education Code 52302)

Student Organizations

The County Office may provide support, including supplies, materials, activities, and advisor expenses, to student organizations which engage in activities that are integral to the CTE program and provide for the development of student leadership skills. However, no state or federal funds shall be used to pay students' membership dues, food or lodging expenses, out-of-state travel, or the cost of a social activity or assemblage.

(cf. 6145 - Extracurricular and Co-curricular Activities)

Instruction

AR 6178 (e)

CAREER TECHNICAL EDUCATION (continued)

(cf. 6145.5 - Student Organizations and Equal Access)

DRAFT

Policy Adopted:

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

CAREER TECHNICAL EDUCATION

Federal Grants for Career Technical Education (Perkins)

The Yolo County Office of Education may consider submission to the California Department of Education an application for a basic grant of the federal Strengthening Career and Technical Education for the 21st Century Act. If submitting, the application shall address the components specified in 20 USC 2354 and any additional requirements specified in the state plan developed pursuant to 20 USC 2342. (20 USC 2354)

(cf. 3230 - Federal Grant Funds)

If federal Perkins grants are pursued, the County Office shall conduct a needs assessment in accordance with 20 USC 2354, which shall be updated at least once every two years. The needs assessment shall be conducted in consultation with representatives of County Office CTE programs, postsecondary CTE programs, state or local workforce development boards and businesses, parents/guardians, students, and other specified stakeholders. (20 USC 2354)

To meet the needs identified in the needs assessment, the Yolo County Superintendent of Schools or designee shall develop, coordinate, implement, or improve CTE programs that are of sufficient size, scope, and quality to be effective and that fulfill the following purposes: (20 USC 2355)

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including students in the middle grades, in making informed plans and decisions about future education and career opportunities and programs of study. Such activities shall occur before students enroll and while they are participating in a CTE program, and may include:
 - a. Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields
 - b. Readily available career and labor market information, including information on occupational supply and demand, educational requirements, other information on careers aligned to economic priorities, and employment sectors
 - c. Programs and activities related to the development of student graduation and career plans
 - d. Career guidance and academic counselors who provide information on postsecondary education and career options
 - e. Any other activity that advances knowledge of career opportunities and assists students in

CAREER TECHNICAL EDUCATION (continued)

making informed decisions about future education and employment goals, including nontraditional fields

f. Activities that provide students with strong experience in, and comprehensive understanding of, all aspects of an industry

(cf. 6143 - Courses of Study)

2. Provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

3. Integrate academic skills into CTE programs and programs of study to support participating students in meeting state academic standards

4. Provide professional development for teachers, school leaders, administrators, specialized instructional support personnel, guidance counselors, and/or paraprofessionals, which may include the types of activities listed in 20 USC 2355

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6164.2 - Guidance/Counseling Services)

5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement. Such elements may include curriculum aligned with program requirements, sustainable relationships among community stakeholders, opportunities for students to participate in accelerated learning programs, equipment and instructional materials aligned with business and industry needs, and other activities specified in 20 USC 2355.

6. Develop and implement evaluations of the activities funded by the grant

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

The County Office's program shall provide activities to prepare special-historically excluded or underserved populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency. Historically excluded or underserved~~Special~~ populations shall be provided with equal access to CTE programs and shall not be unlawfully discriminated against. Historically excluded or underserved~~Special~~ populations include, but are not limited to,

students with disabilities, students from economically disadvantaged families, pregnant and
Instruction **AR 6178 (c)**

CAREER TECHNICAL EDUCATION (continued)

parenting students, out-of-work individuals, English learners, homeless students, foster youth, children of military families, and students preparing for nontraditional fields. Nontraditional fields include occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)

Upon written request from a nonprofit private school within the geographical area served by the County Office, the County Superintendent or designee shall consult with private school representatives in a timely and meaningful manner and may provide for the participation of private school secondary students in the County Office's programs and activities funded pursuant to 20 USC 2301-2414. To the extent practicable, the County Superintendent or designee shall also, upon request, permit participation of CTE teachers, administrators, and other personnel from private schools in the County Office's inservice and preservice professional development programs funded through such grants. (20 USC 2397)

Linked Learning Programs

The County Office may offer one or more comprehensive, multi-year linked learning programs in grades 9-12 that are organized around a broad theme, interest area, or industry sector including, but not limited to, the industry sectors identified in model standards adopted by the State Board of Education pursuant to Education Code 51226. The program shall provide all participating students with curriculum choices that prepare them for career entry and a full range of postsecondary options, including two-year and four-year colleges, apprenticeships, and formal employment training.

At a minimum, if a linked learning program is offered, the County Office's linked learning program shall include:

1. An integrated core curriculum that meets the eligibility requirements for admission to the University of California and the California State University and is delivered through project-based learning and other engaging instructional strategies that bring real-world context and relevance to the curriculum where broad themes, interest areas, and CTE are emphasized
2. An integrated technical core of a sequence of at least four related courses that may reflect CTE standards-based courses and that provide students with career skills, are aligned to academic principles, and fulfill academic core requirements described in item #1 above to the extent possible

3. A series of work-based learning opportunities that begin with mentoring and job
Instruction **AR 6178 (c)**

CAREER TECHNICAL EDUCATION (continued)

shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships

4. Support services, including supplemental instruction in reading and mathematics, that help students master the advanced academic and technical content that is necessary for success in college and career

Partnership Academies

The County Office may consider operation of one or more partnership academies as a school-within-a-school focused on a broad career theme. If implemented, the program shall be available to students in grades 10-12, at least half of whom shall be students who are at risk of dropping out of school as indicated by three or more of the following criteria: (Education Code 54690-54691)

1. Past record of irregular attendance, with absence from school 20 percent or more of the school year

(cf. 5113.1 - Chronic Absence and Truancy)

2. Past record of underachievement in which the student is at least one-third of a year behind the coursework for the respective grade level, or as demonstrated by credits achieved
3. Past record of low motivation or disinterest in the regular school program
4. Economic disadvantage
5. Scores below basic or far below basic on the mathematics or English language arts test of the California Assessment of Student Performance and Progress
6. A grade point average of 2.2 or below or the equivalent of a C minus

Ninth-grade teachers and counselors shall identify students eligible to participate in a partnership academy. Participating students shall be selected by academy staff from among those who have expressed an interest in the academy and whose parents/guardians have approved the student's participation. (Education Code 54695)

The County Office's program shall provide: (Education Code 54692)

1. During each regular school term, instruction in at least three academic subjects that:

- a. Prepares students for a regular high school diploma

Instruction

AR 6178 (d)

CAREER TECHNICAL EDUCATION (continued)

- b. Where possible and appropriate, prepares students to meet subject requirements for admission to the California State University and University of California
- c. Contributes to an understanding of the occupational field of the academy
2. CTE courses offered at each grade level at the academy that are part of an occupational course sequence that targets comprehensive skills and meets the criteria specified in Education Code 54692
3. Classes that are block scheduled in a cluster whenever possible to provide flexibility to academy teachers and which may vary in number during grade 12
4. A mentor from the business community for students during grade 11
5. An employer-based internship or work experience that occurs during the summer following grade 11 or during grade 12
6. Additional motivational activities with private sector involvement to encourage academic and occupational preparation

Attendance in academy classes shall be limited to students enrolled in the academy. (Education Code 54692)

The County Superintendent or designee shall establish an advisory committee consisting of individuals involved in academy operations, including County Office and school administrators, lead teachers, and representatives of the private sector. (Education Code 54692)

Apprenticeship Programs

The County Office may offer high school and/or adult education students a program of orientation to apprenticeships that acquaints students with a broad range of career options, provides information regarding available apprenticeship programs, and provides classroom instructional job training which guides students to a registered apprenticeable occupation.

(cf. 6200 - Adult Education)

If offered, the County Office's program shall:

1. Introduce students to what they need to know in order to apply, test, and interview for acceptance into an apprenticeship program

2. Demonstrate the need for proficiency in reading and comprehension, mathematics,
Instruction **AR 6178 (e)**

CAREER TECHNICAL EDUCATION (continued)

science, and technology

3. Emphasize the necessity to have the ability to communicate in reading, writing, speaking, listening, and numeration skills
4. Identify the knowledge, skills, and attitudes needed to enter and successfully complete an apprenticeship program
5. Provide an orientation to a specific craft or trade or to an industry

The County Office may enter into an agreement with a local business, labor or management apprenticeship committee, and/or joint labor-management apprenticeship committee that has been approved by the Department of Industrial Relations' Division of Apprenticeship Standards to sponsor an apprenticeship program in order to develop and deliver related and supplemental instruction to students participating in a registered apprenticeship program. (Education Code 8150-8155; Labor Code 3074, 3075, 3078)

Regional Occupational Center/Program

The County Office may operate and/or partner with a regional occupational center or program (ROC/P), established pursuant to Education Code 52335.12, which offers CTE courses, linked learning programs, partnership academies, and/or pre-apprenticeship and apprenticeship programs as appropriate.

(cf. 6178.2 - Regional Occupational Center/Program)

If offered, occupational course sequences offered by the ROC/P shall provide prerequisite courses needed to enter apprenticeship or postsecondary vocational certificate or degree programs, focus on occupations requiring comprehensive skills leading to high entry-level wages and/or the possibility of significant wage increases after a few years on the job, offer as many courses as possible that meet college admission requirements, and lead to attainment of an occupational skill certificate. (Education Code 52302)

Student Organizations

The County Office may provide support, including supplies, materials, activities, and advisor expenses, to student organizations which engage in activities that are integral to the CTE program and provide for the development of student leadership skills. However, no state or federal funds shall be used to pay students' membership dues, food or lodging expenses, out-of-state travel, or the cost of a social activity or assemblage.

(cf. 6145 - Extracurricular and Co-curricular Activities)
Instruction

AR 6178 (e)

CAREER TECHNICAL EDUCATION (continued)

(cf. 6145.5 - Student Organizations and Equal Access)

DRAFT

Policy Adopted:

YOLO COUNTY OFFICE OF EDUCATION

DRAFT

8. 6. 2020-21 YCOE Organizational Charts

Description

For Information.

2021 YCOE Organizational Charts

Yolo County Voters and Residents
County Superintendent
Human Resources
Administrative Services
External Business Services
Internal Business Services
Information Technology
Support Operations Services
Educational Services
Equity and Support Services
Student Services
Curriculum and Instruction
Special Education
Early Childhood Education
Head Start/Early Head Start
SELPA

Supporting Documents

-  [2020-21 Voters_Board_Supt.pdf](#)
-  [2020-21 County Superintendent.pdf](#)
-  [2020-21 Human Resources.pdf](#)
-  [2020-21 Administrative Services.pdf](#)
-  [2020-21 External Business Services.pdf](#)
-  [2020-21 Internal Business Services.pdf](#)
-  [2020-21 Information Technology Services.pdf](#)

 [2020-21 Support Operations Services.pdf](#)


 [2020-21 Educational Services.pdf](#)


 [2020-21 Equity & Support Services.pdf](#)


 [2020-21 Student Services.pdf](#)

 [2020-21 Curriculum Instruction.pdf](#)

 [2020-21 Special Education.pdf](#)

 [2020-21 ECE.pdf](#)

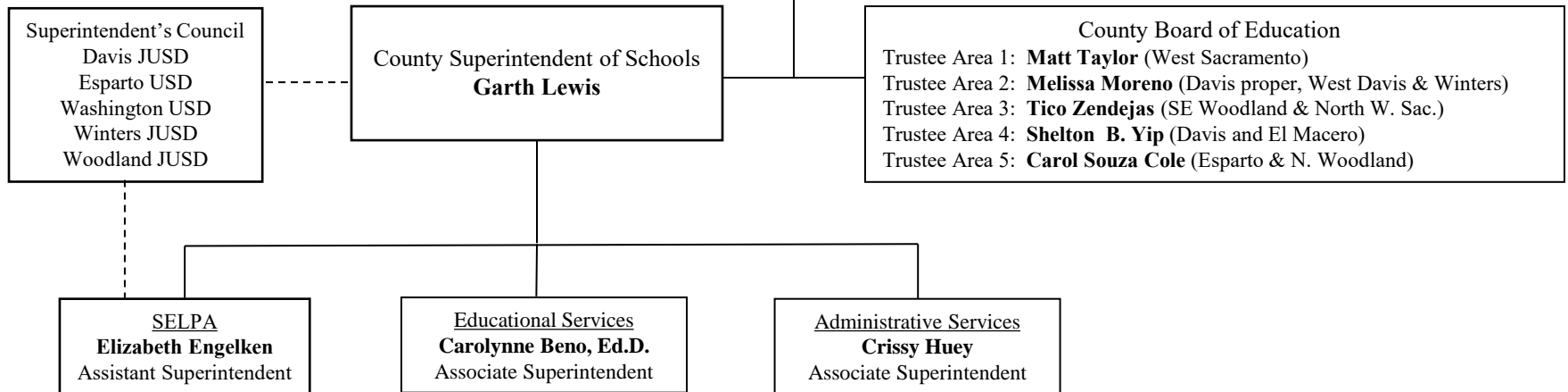
 [2020-21 HS EHS.pdf](#)

 [2020-21 SELPA.pdf](#)

Yolo County OFFICE OF EDUCATION

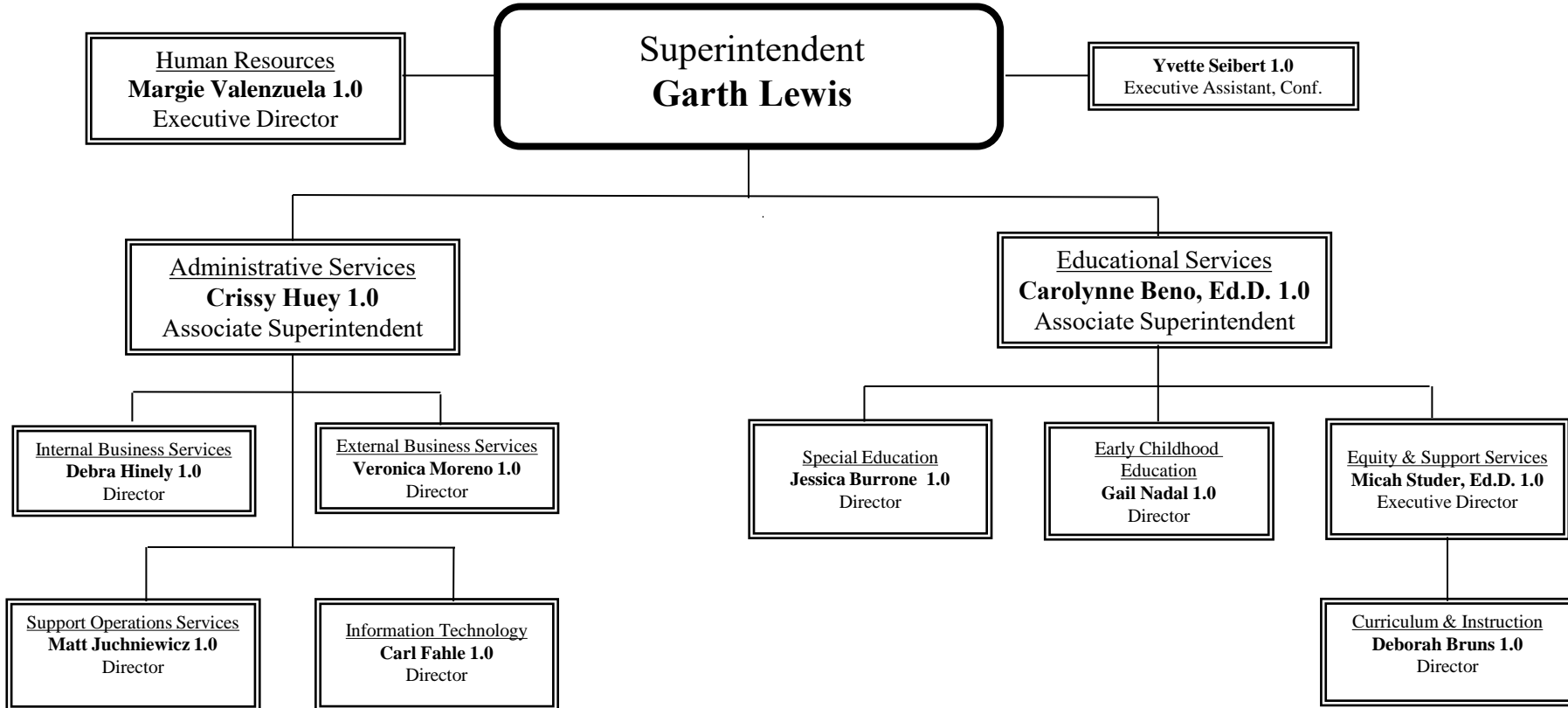
2020-21

Yolo County Voters and Residents



Yolo County
OFFICE OF
EDUCATION

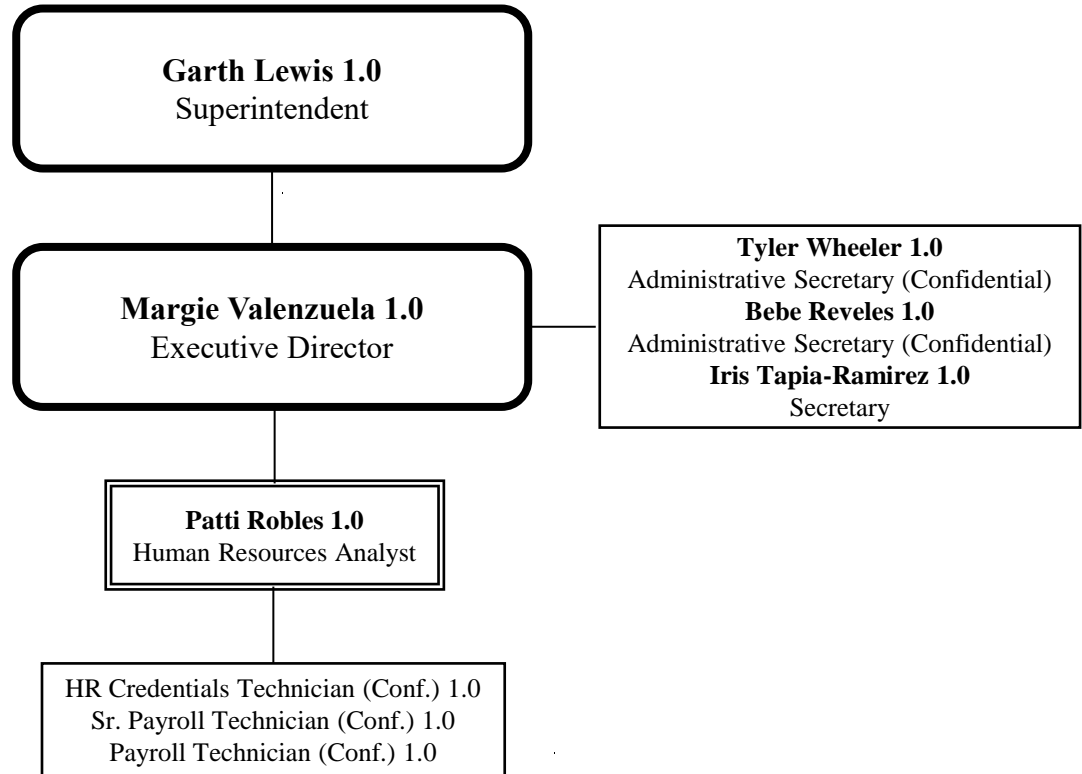
2020-21
County Superintendent



Yolo County
OFFICE OF
EDUCATION

2020-21

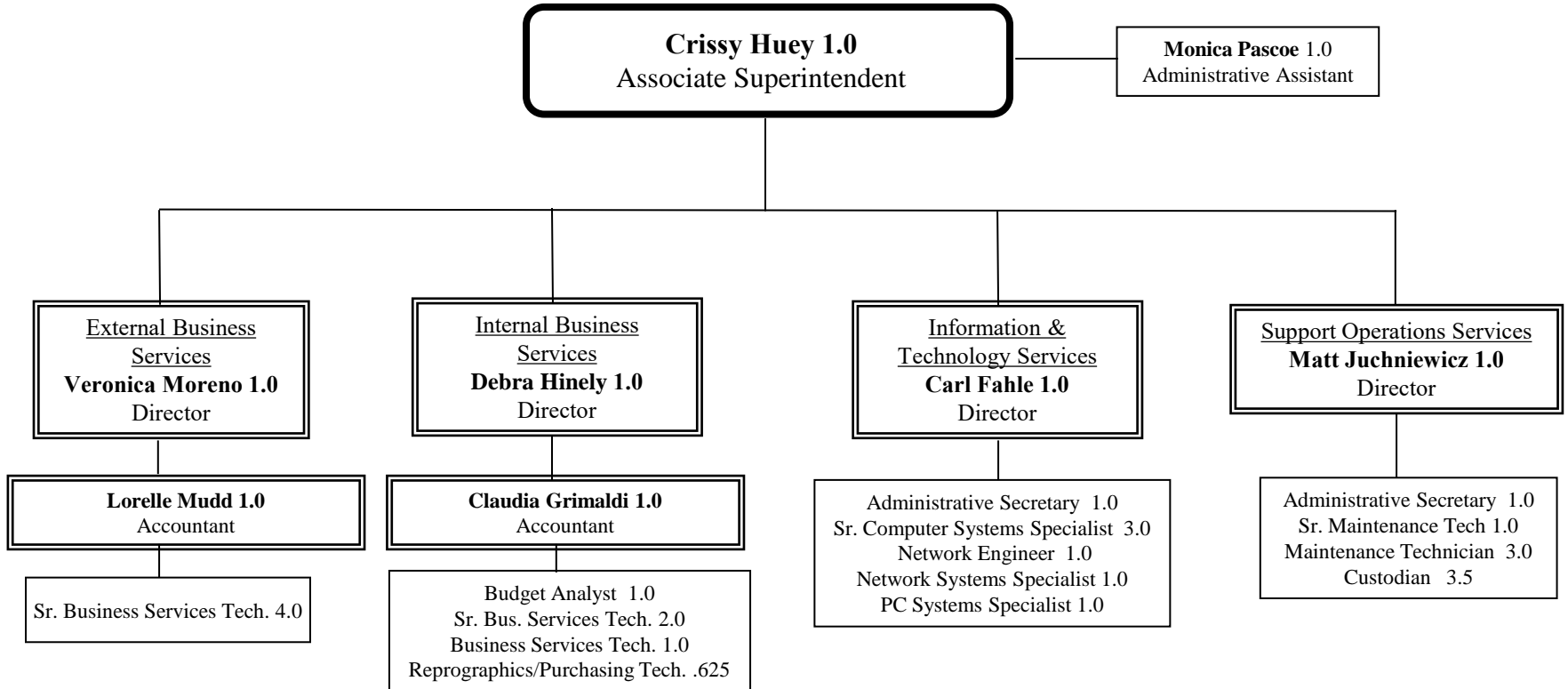
Human Resources



Yolo County
OFFICE OF
EDUCATION

2020-21

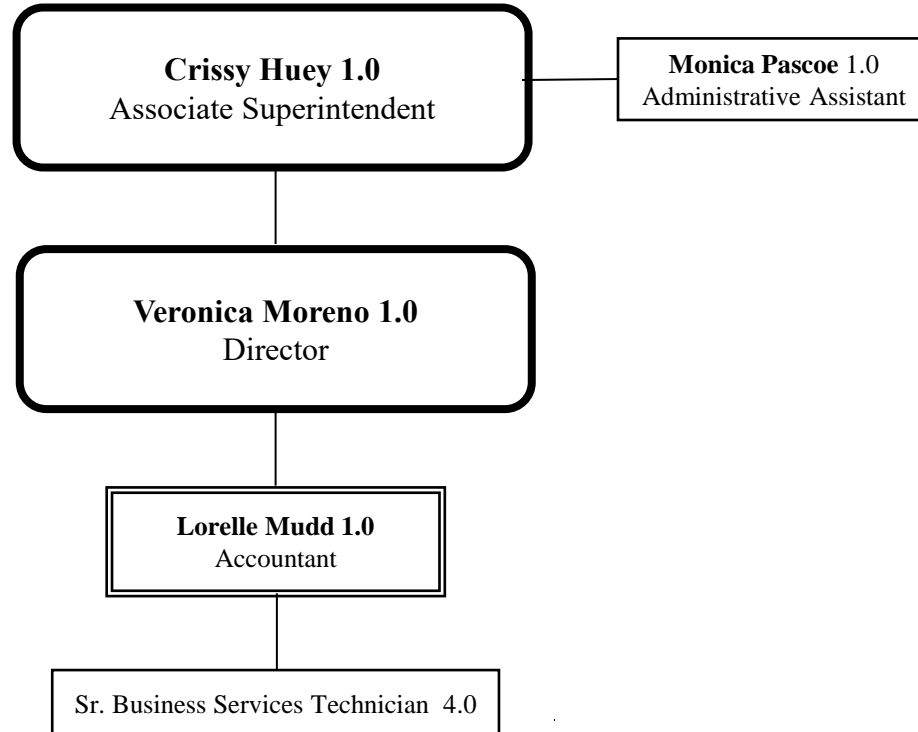
Administrative Services Division



Yolo County
OFFICE OF
EDUCATION

2020-21

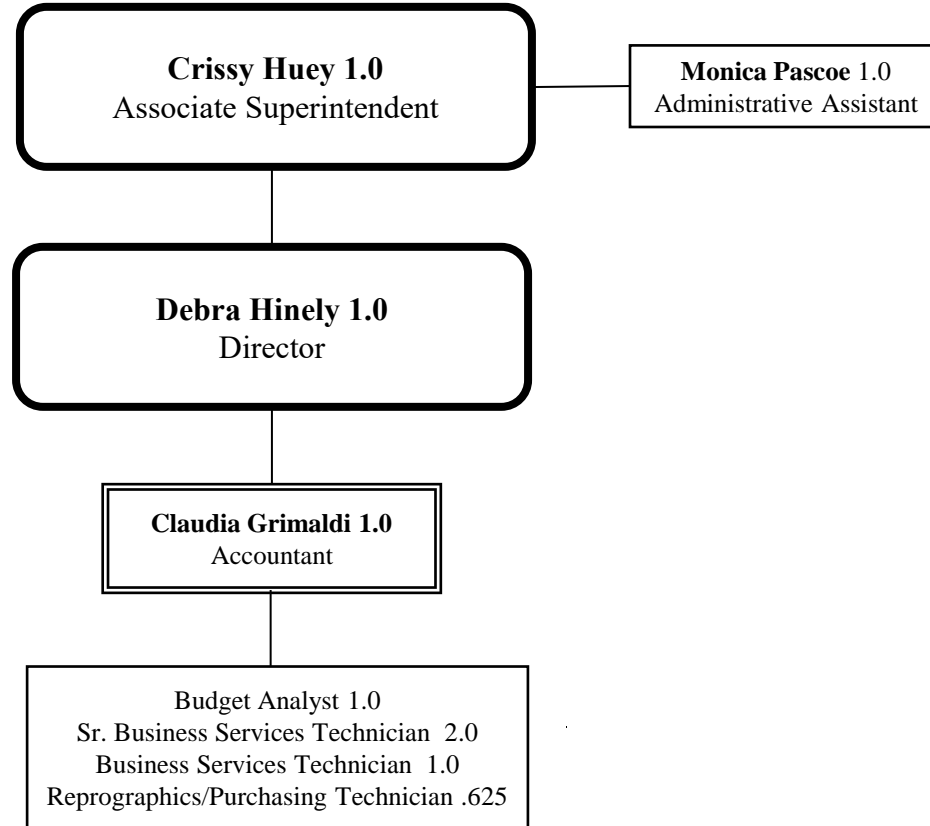
External Business Services



Yolo County
OFFICE OF
EDUCATION

2020-21

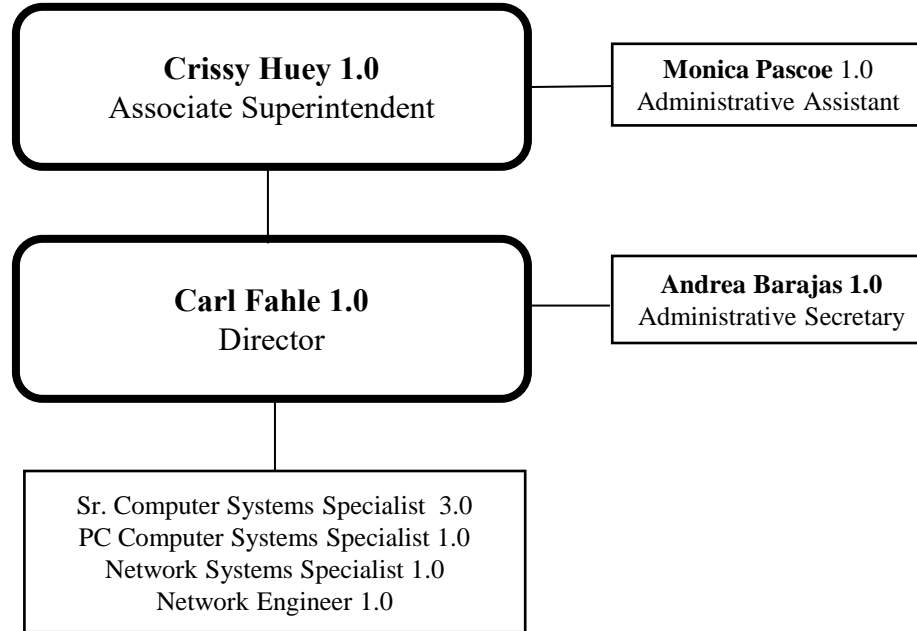
Internal Business Services



Yolo County
OFFICE OF
EDUCATION

2020-21

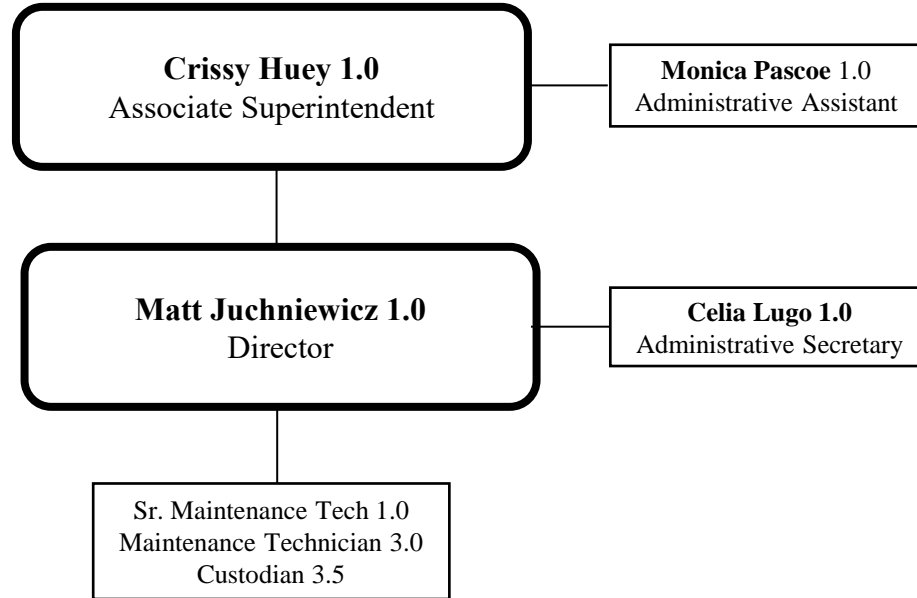
Information Technology Services



Yolo County
OFFICE OF
EDUCATION

2020-21

Support Operations Services



Yolo County OFFICE OF EDUCATION

PLEASE NOTE: Staffing changes are in progress. FTE information will change.

2020-21

Educational Services Division

Carolynne Beno, Ed.D. 1.0
Associate Superintendent

Anissa Del Castillo 1.0
Administrative Assistant

Liliana Garcia 1.0
Administrative Secretary

Equity & Support Services
Micah Studer, Ed.D. 1.0
Executive Director

Student Services
Gayelynn Gerhart 1.0
Principal
Mariah Ernst-Collins 1.0
Program Coordinator II-Foster Youth,
Homeless and Mental Health
Kaelin Souza 1.0
Program Specialist II-
Counseling/Learning Support

Administrative Secretary 2.0
Certificated 5.2
Classified 6.4375

Curriculum & Instruction
Deborah Bruns 1.0
Director
Keenya Powell 1.0
Program Specialist I-
College & Career Readiness
Karen Swan .80
Program Specialist I-
College & Career Readiness
Vacant 1.0
Program Specialist II- English
Learner Services and Assessment
Eric Banuelos 1.0
Adult Education Workforce Specialist

Administrative Secretary 1.0

Special Education
Jessica Burrone 1.0
Director
Jonelle Castiglia 1.0
Principal
Jessica Bohatch-Easton 1.0
Principal
VACANT 1.0
Behavior Analyst

Administrative Secretary 2.0
Secretary .50
Certificated 38.8
Classified 64.3125

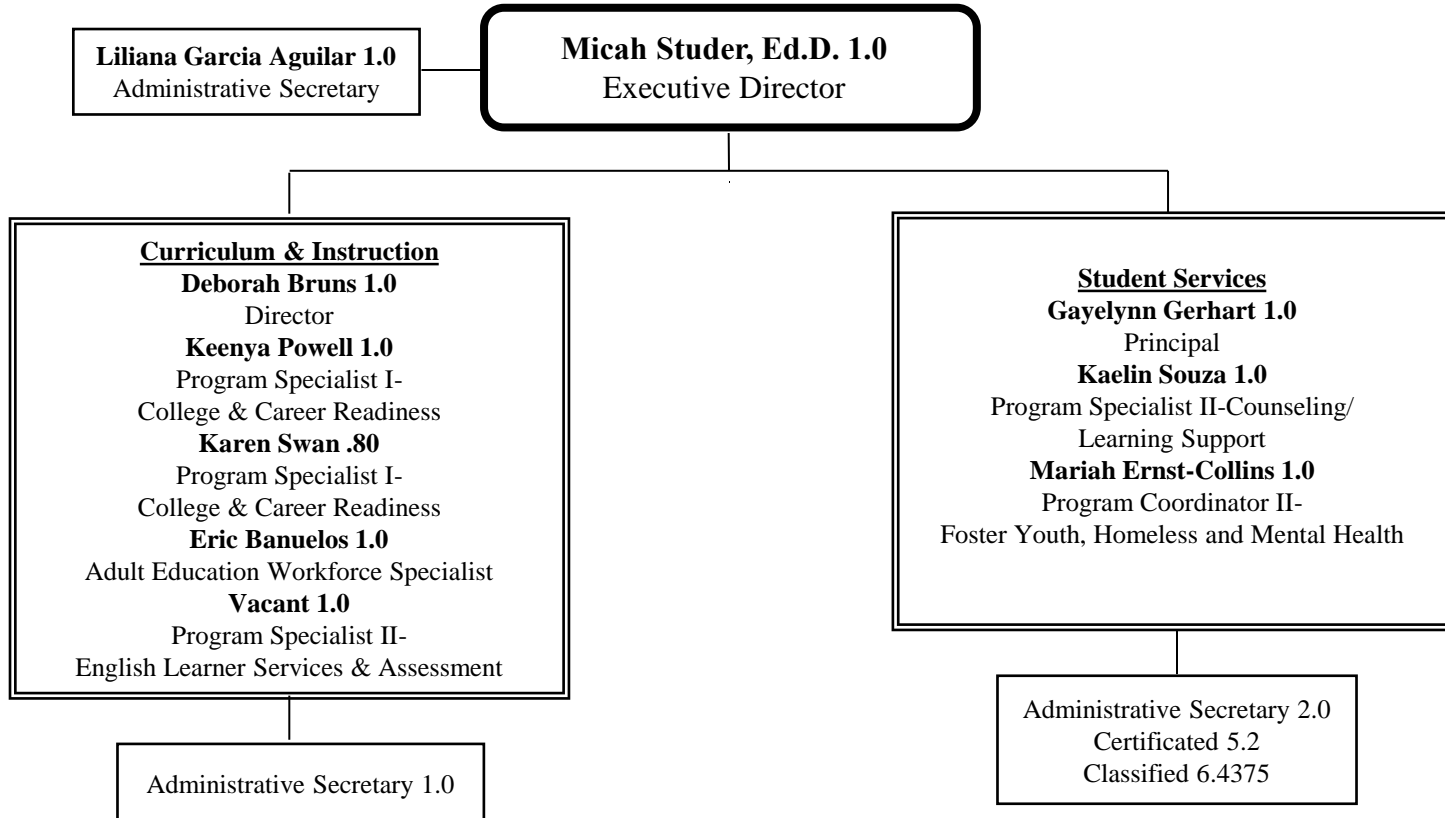
Early Childhood Education
Gail Nadal 1.0
Director/LCCPC Coordinator
Genet Telahun 1.0
Program Administrator
Amee Dowkes 1.0
Education Services Manager
Nicole Castrejon 1.0
Family Support Services Manager
Gustavo Melgoza 1.0
Health Services Manager
M. Connie Luna-Garcia 1.0
Site Coordinator
Jacqueline Tam 1.0
Site Coordinator
Silvia Meza Lara 1.0
Site Coordinator
Sandra Hernandez 1.0
Site Coordinator

Administrative Secretary 1.0
Secretary 1.0
Certificated 65.3126
Classified 14.75

Yolo County OFFICE OF EDUCATION

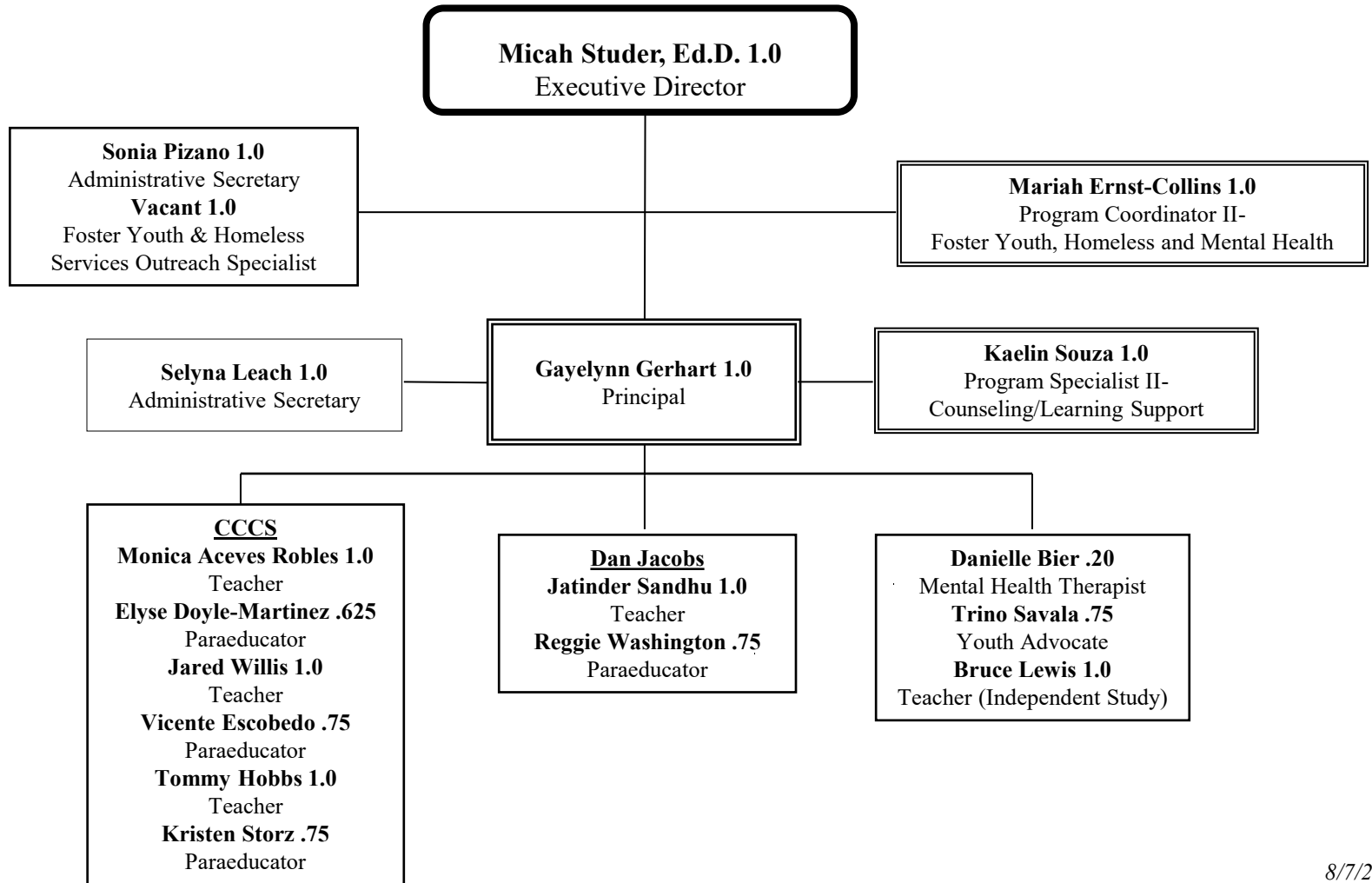
2020-21

Equity & Support Services



Yolo County
OFFICE OF
EDUCATION

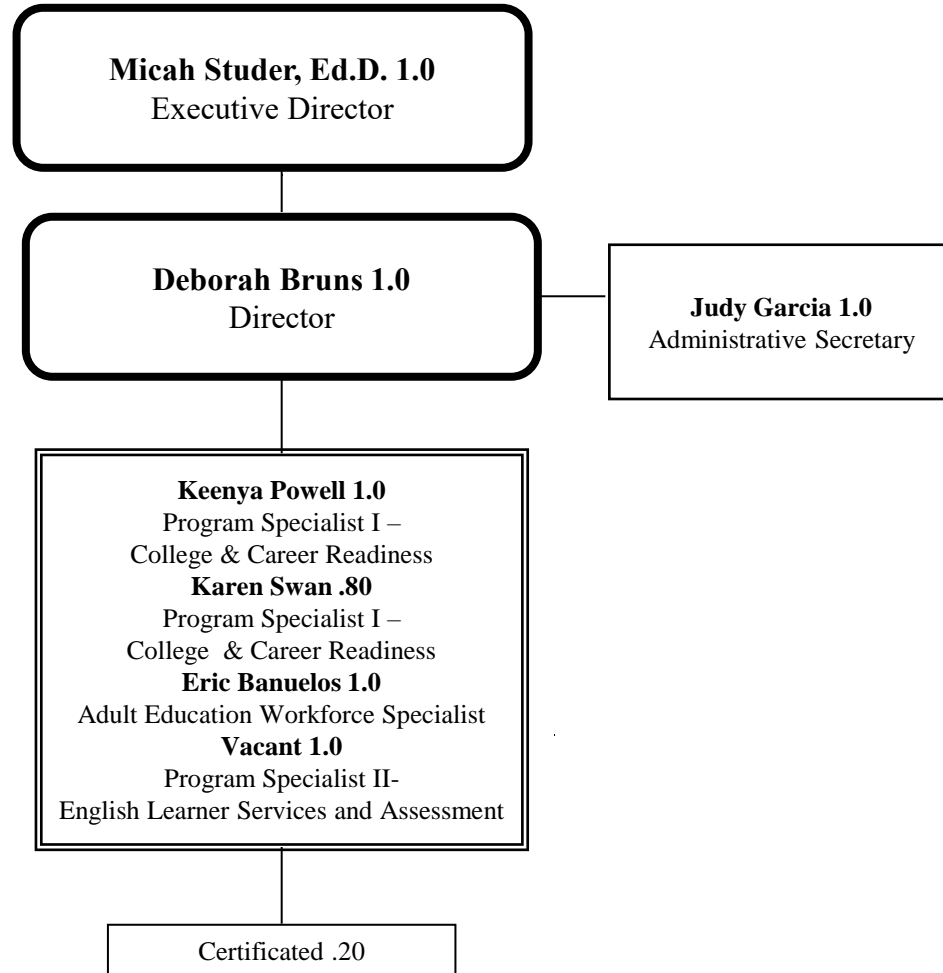
2020-21
Student Services



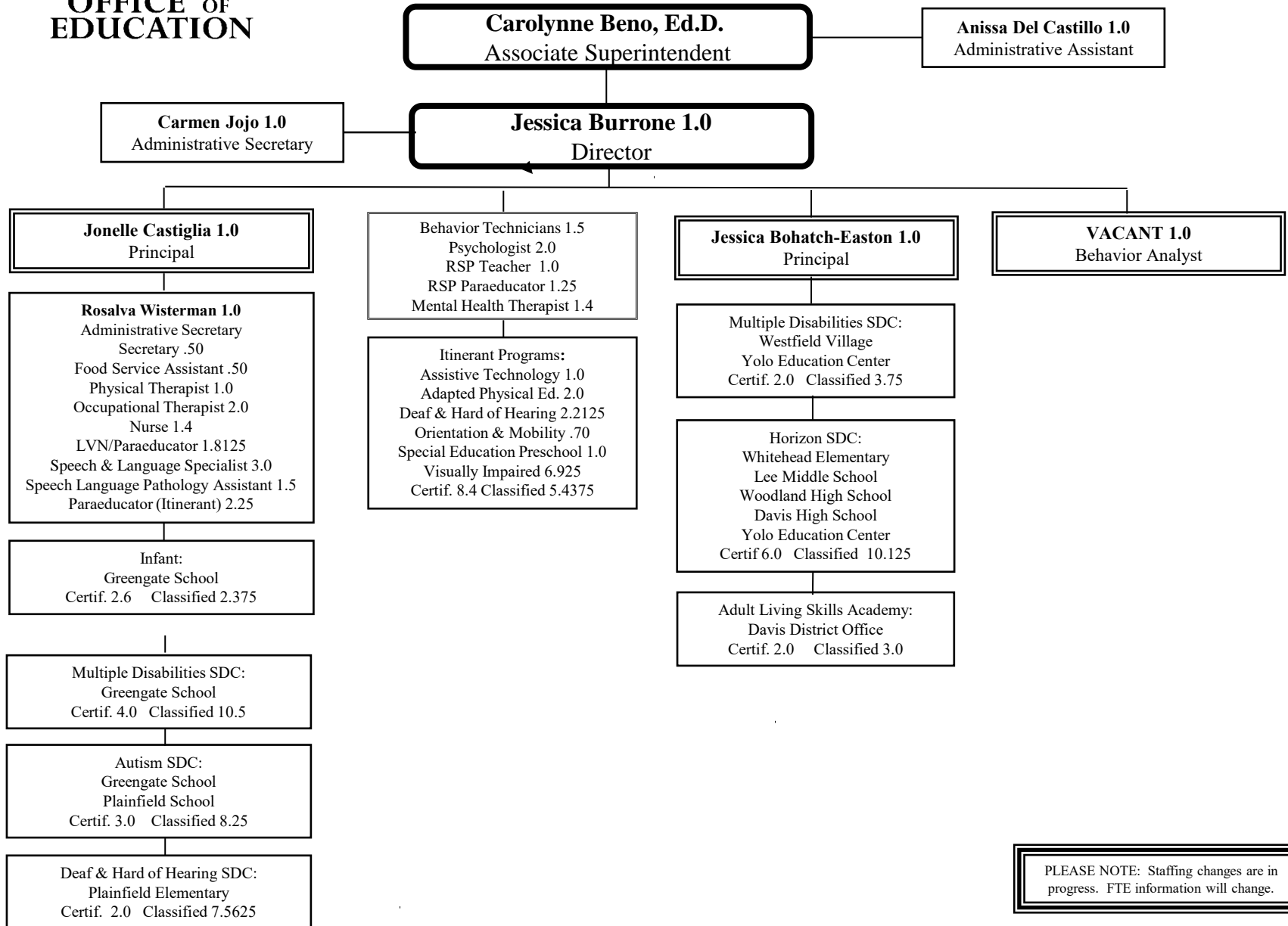
Yolo County
OFFICE OF
EDUCATION

2020-21

Curriculum & Instruction



2020-21 Special Education

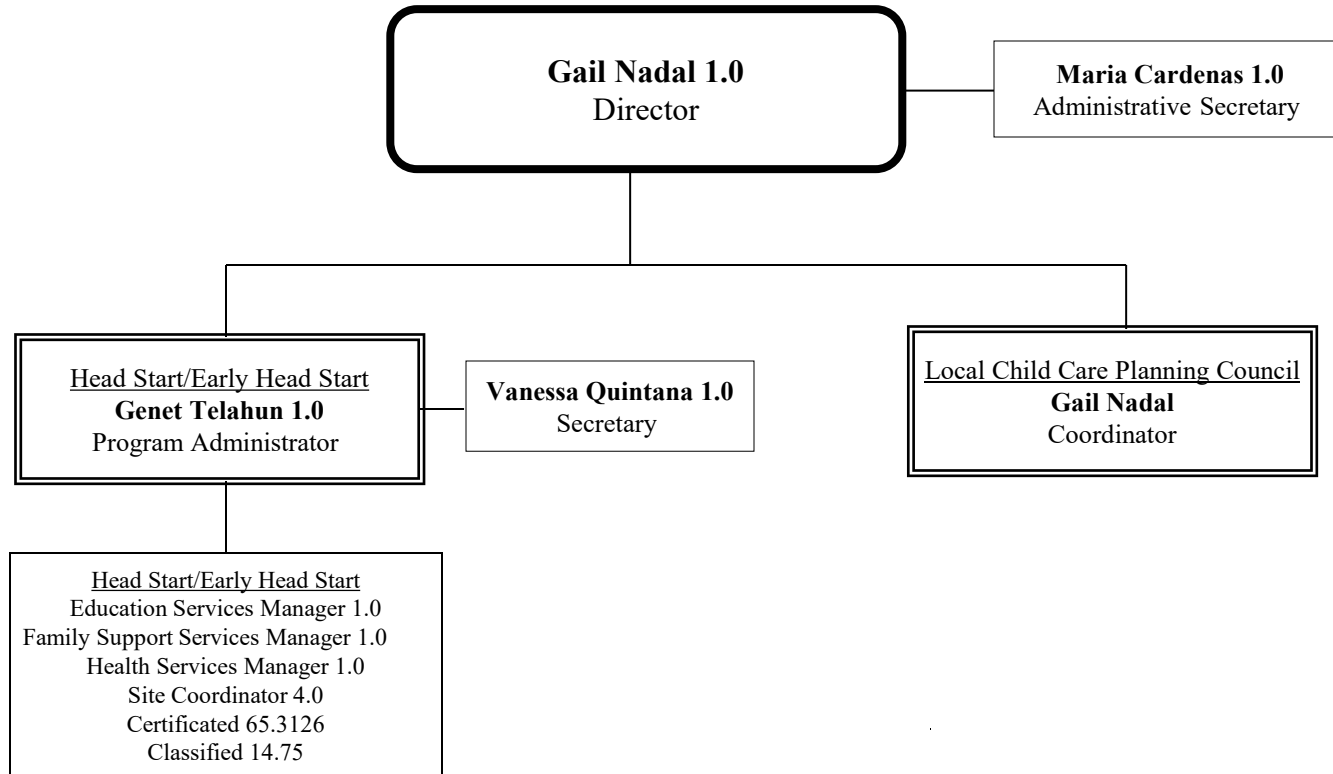


PLEASE NOTE: Staffing changes are in progress. FTE information will change.

Yolo County
OFFICE OF
EDUCATION

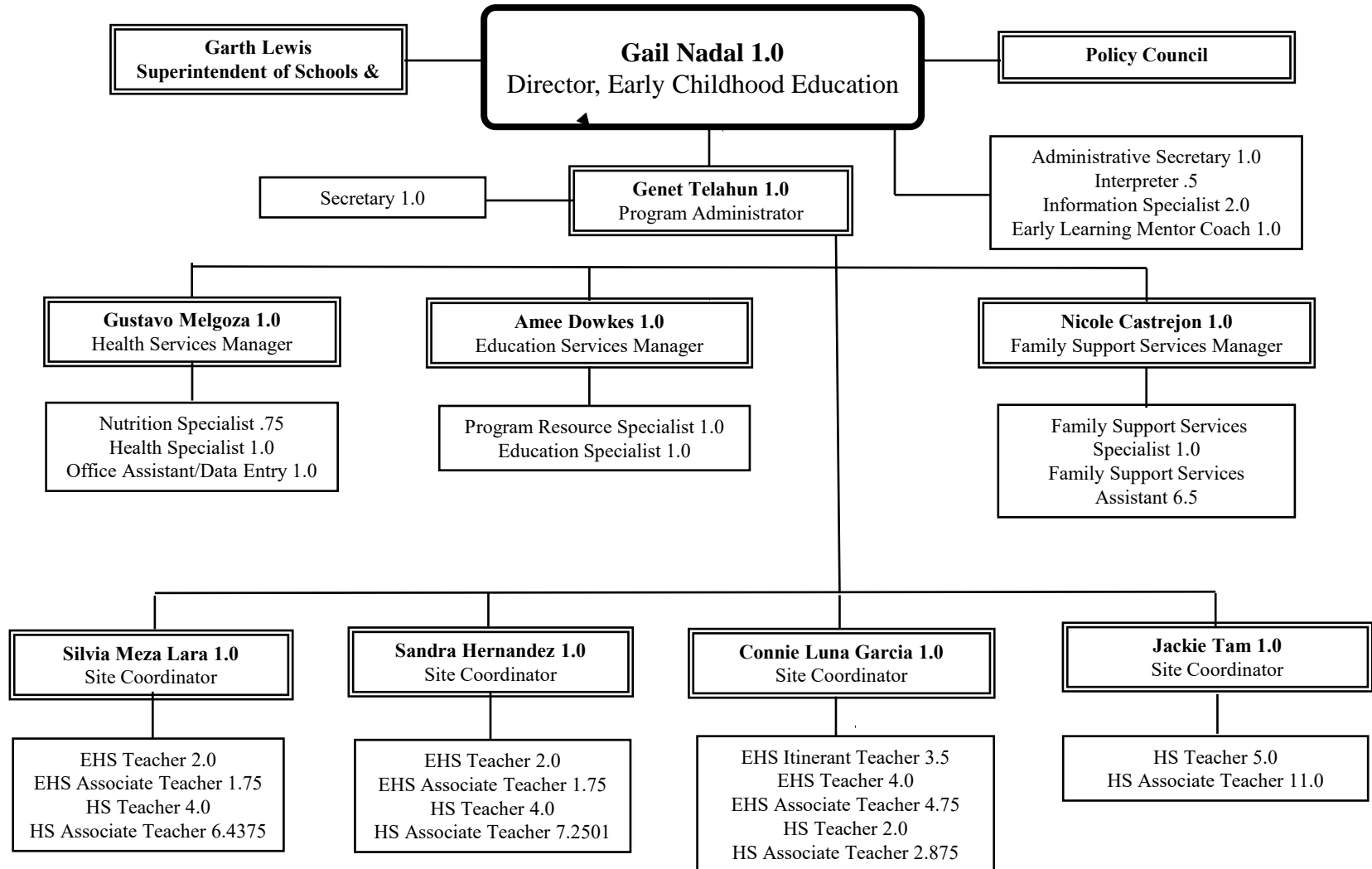
2020-21

Early Childhood Education



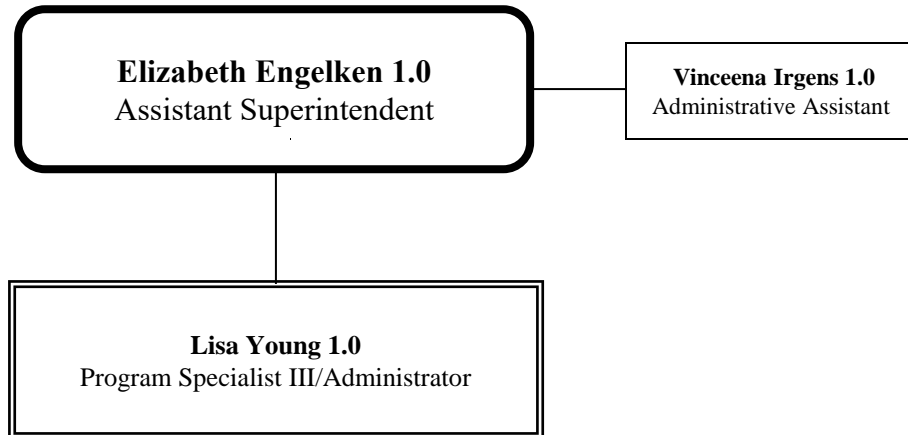


2020-21 Head Start/Early Head Start



Yolo County
OFFICE OF
EDUCATION

2020-21
SELPA



8. 7. Distance Learning Update

Description

Associate Superintendent Beno, Director Burrone and Principal Gerhart will be sharing an update on distance learning, including information on the surveys that were administered, and how families and students in the YCOE alternative education and special education programs were onboarded to distance learning for the 2020-21 school year.

Recommendation

This item is being presented for information only.

Supporting Documents

 [YCBE Distance Learning Update 9.2020.pptx](#)

 [YCBE Distance Learning Update 9.2020.pdf](#)

Contact Person

Carolynne Beno, Associate Superintendent of Educational Services

Distance Learning Update for YCOE Programs

September 8, 2020



Framing the Work of Reopening Schools

- Our focus has been to **work collaboratively, adapt to a fluid situation and re-frame our work (pivot)** as needed.

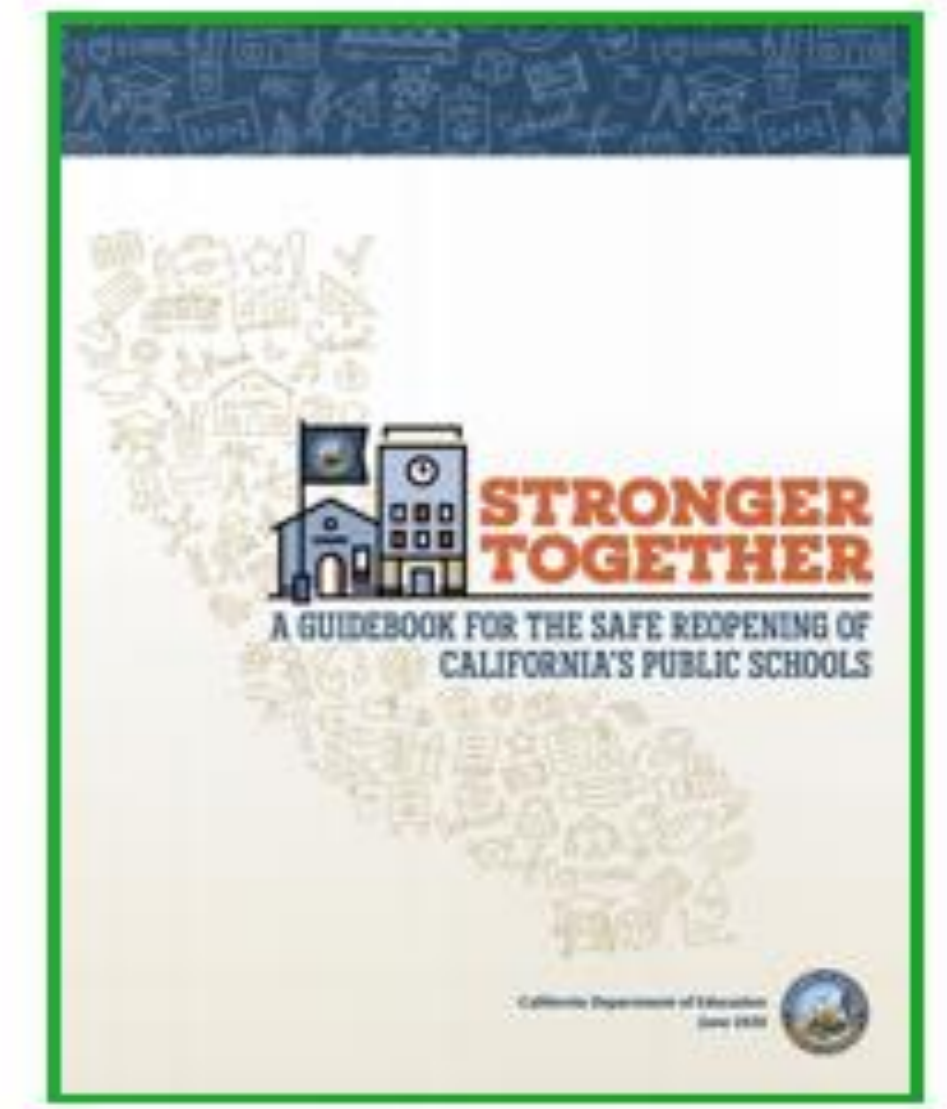
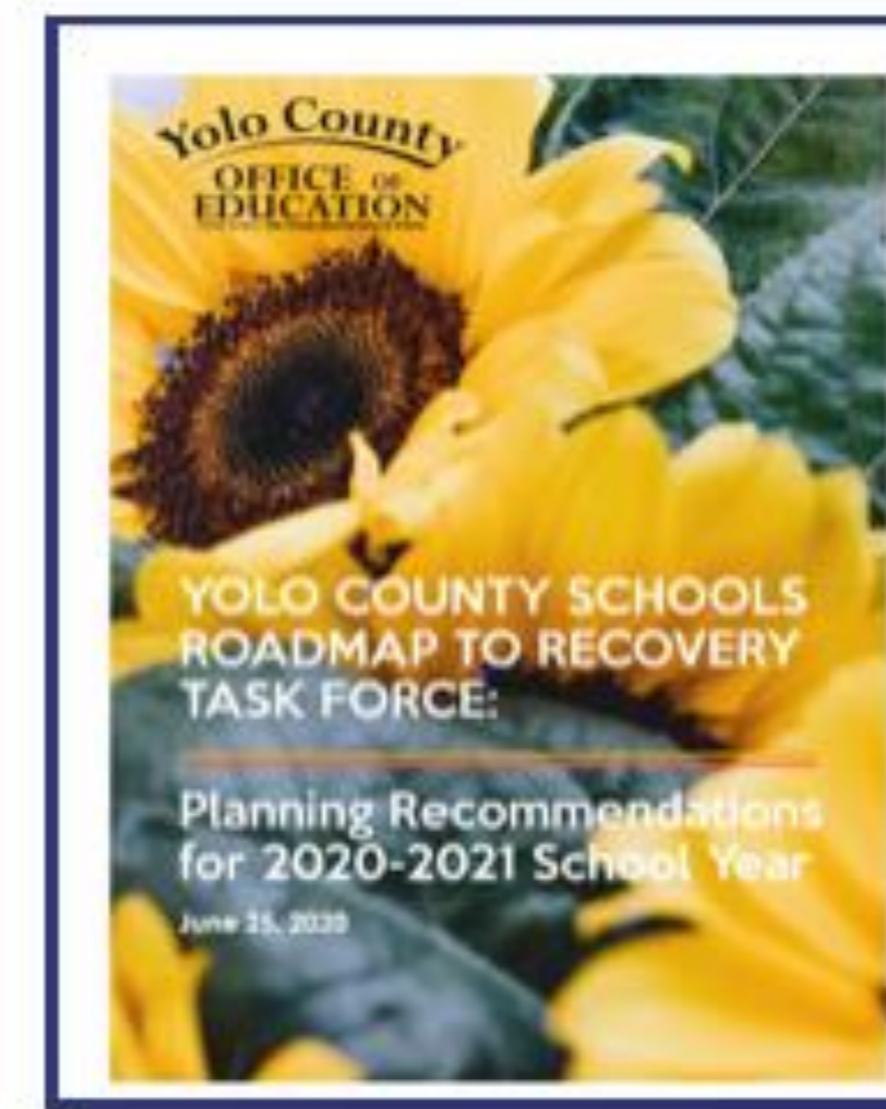
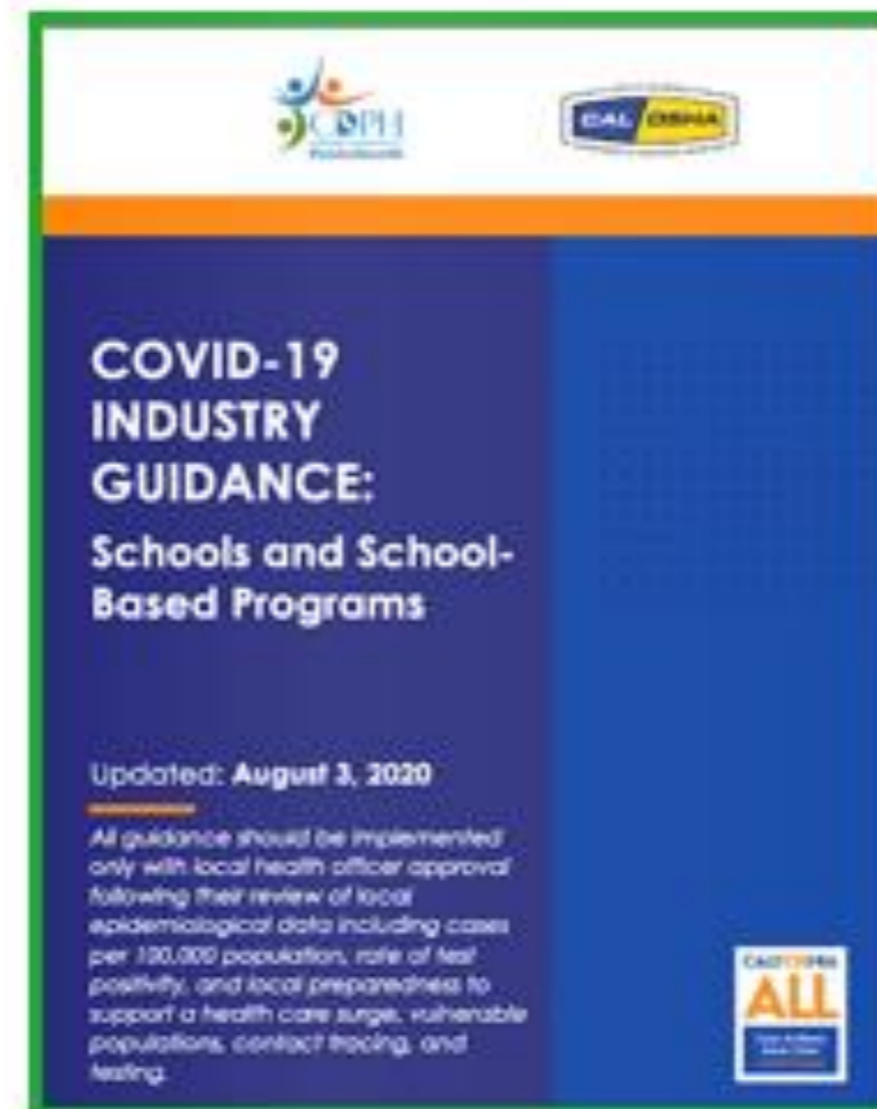
Constant YCOE Values:

- Keeping students and staff **safe and healthy.**
- Support for **social emotional and mental health needs** of students, families and staff.
- Access to **learning and instruction.**
- **Family support needs** (food security, childcare, etc.).



YCOE Planning Efforts

- YCOE plans have been designed in partnership with Yolo County Public Health and informed by guidance from the California Department of Education and the California Department of Public Health.



Launching the Year in Distance Learning

- Our planning efforts shifted in July following Governor Newsom's orders to focus on **redesigning and strengthening YCOE's distance learning model** to comply with the requirements in SB 98 and provide as high quality and equitable learning experiences as possible.
- We continue to collaborate with the Yolo County Health Department and plan for when **health and safety conditions** make it possible for us to return to our campuses.



Alternative Education



Distance Learning Survey Results

Parent/Student Survey Collection

Methodology:

- Mailed in Spanish and English with return postage attached
- Provided electronically in Spanish and English
- All-calls in Spanish and English
- Personal calls by staff in Spanish and English
- Staff pickup at home if requested

N-size:

- 18 responses- 42%

Staff Survey Collection

Methodology:

- Emailed to all staff

N-size:

- 9 responses- 70%



Staff Survey Results

Strengths

- 100% of staff felt supported during the transition to distance learning.
- 100% of staff felt that the administrative team provided effective communication.
- 100% of staff felt that they were able to engage with their students.

Areas of Improvement

Staff felt that we need to provide training/supports in the areas of:

- Online Instruction
- Social-emotional supports
- Behavioral supports and expectations
- Special education supports



Parent Student Survey Results

Strengths

- 83% report being contacted by their teacher weekly.
- 95% report being contacted by additional support staff weekly.
- 78% of families reported a desire to participate in site-based tutoring or mental health supports.

Areas of Improvement

- 50% of families reported that distance learning worked for their student.
- 38% of families report that child supervision continues to be an issue.
- Concerns continue to be wide and varied, and center on learning spaces, safety, and supports.



Lessons Learned

Strengths

- The value of frequent communication could not be understated.
- Having implemented distance learning technologies (Edgenuity, Chromebooks, Reading with Relevance, etc.) prior to COVID provided for a more comfortable transition to distance learning.
- Case management structure with an emphasis on social-emotional supports was successful.

Areas for Improvement

- A need exists for staff to augment existing structures to meet the needs of students.
- We need to provide better supports for students to have access to conducive learning environments.
- Student populations requiring targeted supports struggled (special education, low-motivation, academically challenged, English learners) more than their peers.



Reopening YCOE – Supports for Families

- Provided **reopening communications** via phone calls and mailings in both English and Spanish. We have begun to publish updates to Instagram celebrating our students.
- Focused on developing a robust **system of Tiered Reengagement Strategies** that emphasizes early intervention and targeted supports. This includes supports for families that speak languages other than English.
- Provided **resource pickup** and delivery options to families.
- Worked through the **Learning Continuity Plan to acquire additional supports** like a social worker through our partnership with Communicare to connect families with community resources.



Reopening YCOE – Supports for Students

Frequent communication was the theme for reorienting our families for distance learning. Communications included:

- Letters
- Phone calls
- Text messages
- Welcome back video
- Resource distribution with both delivery and pickup options
- Home visits
- Collaboration with Communicare, Child Welfare, LEA partners, and Probation



Reopening YCOE – Additional Supports for Students

- Students will access **grab-and-go lunches** from the Greengate campus.
- 100% of students have **access to a device and hotspot**.
- **Home visits for students** who we haven't heard from began on 8/28/20 and will continue with an emphasis on ensuring accurate contact and location information.
- We will be engaging with Communicare to provide a **.75 FTE social worker** in addition to ongoing training through staff meetings and the **Social-Emotional Learning Community of Practice (SEL COP)**. This is in addition to targeted supports through our mental health support staff, and SEL embedded standards in our adopted curriculum.



Welcome back!



Special Education



Embracing the ride!



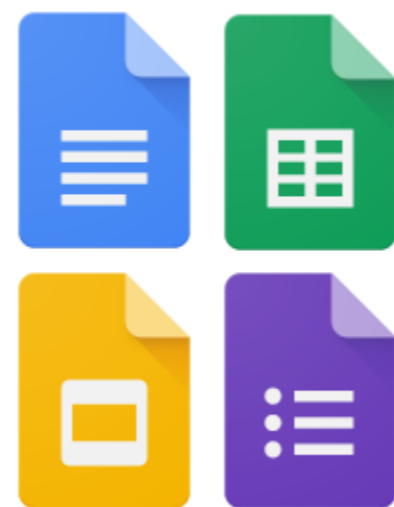
Distance Learning in ACTION - Spring and Summer Recap

- 1. Staff **welfare checks** for families.
- 2. **Home drops off** of materials and equipment.
- 3. Weekly **communication with district partners**.
- 4. Special Education **task force**.

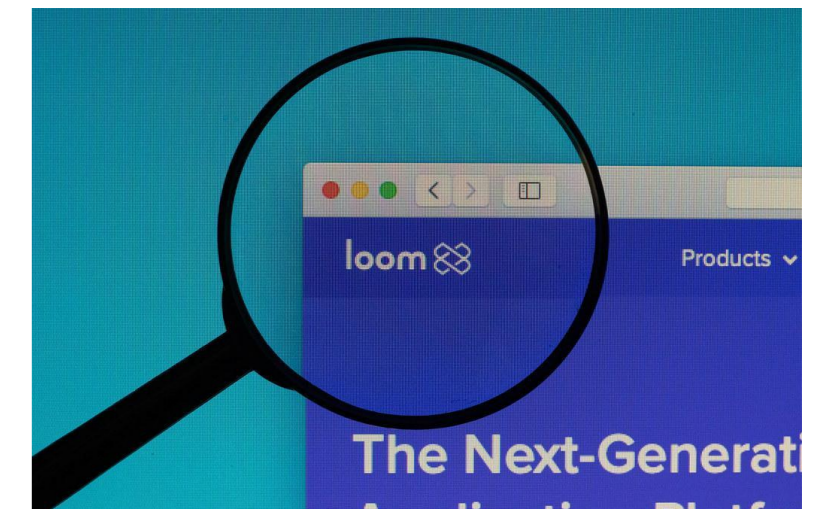
AND



1. EVERYTHING



ZOOM
 LOOM
 DOJO
 BITMOJI
 GOOGLE



Distance Learning Survey Results

What we did:

Para Survey - 22%, 10 out of 45 returned

- Sent out survey electronically

Teacher and Related Service Provider Input (informal through verbal share out):

- Meetings with principal
- Team meetings
- Staff coordinators support

Baseline (what we know now):

Identified needs:

- **Technology training**
- **Communication and engagement**



Distance Learning Survey Results

What we did:

Parent/Student Survey

- **Mailed** in Spanish and English with return postage attached
- **Personal calls by staff** in Spanish and English
- Personal calls by translator for Russian speaking families
- 38 responses out of 250 - 15%

Baseline (what we know now):

Identified needs:

- Virtual Distance Learning (VDL) **not the most effective for students with the most profound needs**
- VDL is **impacting the social emotional well being** of students and families
- **Parent technology support needed**
- Parent coaching



Reopening YCOE - Onward! August 10 - Present

Support for Staff

Technology

- Additional devices delivered (laptops and Chromebooks)
- Staff training on Microsoft 365 on 8/11 by Carl Fahle and Wayne Garske
- Peer-to-peer training on the Google platform on 8/17 by Dee Pitto and Elizabeth Hogan

Classroom Walk Throughs

- Principals Castiglia and Bohatch did classroom walk throughs to prepare for re-entry.

Personal Protective Equipment (PPE)

- Process shared with staff
- PPE delivered and prepped by Nurse Cyndy for Greengate and by principals for off-sites



Reopening YCOE Onward! August 10 - Present

Support for Staff

Collaboration with SELPA, Internal Business and Special Education

- Attendance under Senate Bill 98
- Tiers of Re-Engagement Strategies developed
- Distance Learning Daily Student Engagement Tracking Log (CDE's)
- Staff Training on the above on 9/1/2020
- YCOE's Distance Learning Plan



Reopening YCOE Onward! August 10 - Present

Support for Families

Parent Orientations

- Scheduled in partnership with the SELPA on 9/14 and 9/18
- English presentation will be recorded
- Deaf and Hard of Hearing interpreter will be available
- Spanish narrated presentation to be recorded, and at least one live session will be scheduled
- Russian narrated presentation to be recorded



Reopening YCOE Onward! August 10 - Present

Support for Families

Food Service

- Woodland will be providing food service for students in the Greengate programs
- Off-site programs will access meals under district food service programs

Community Resources

- Continued outreach by Nurse Cyndy and Mental Health Clinicians Cyndi Hale and Dani Bier
- Case managers sharing out
- Referred to YCOE website



Reopening YCOE – Supports for Students

- **Class orientations**
- Principal communication via **calls, emails** and **letters** in English, Spanish and Russian
- Open **office hours**
- **Weekly lesson plan schedules** sent to families on Friday for the following week
- Device monitoring
- **Daily live instruction** and support
- Daily check ins if a student misses school (**Tiers of Re-Engagement**)
- **Curriculum adaptations** made by YCOE staff for student in general educations (V Impairment, Deaf/Hard of Hearing, and Assistive Technology accommodations)



Rising to the Challenge!

It not only about the **access**,

<https://youtu.be/93rwFwDBL1c>

https://docs.google.com/presentation/d/1m-7-rvq4cFoMI3sUYPoJC0bb0Z42_uK-26Y2dpMayMU/edit?usp=sharing

BUT their social emotional well being...

<https://youtu.be/PGwR7BF9bdw>

Ready, Set and Gooooooo! Hold on tight! Back to School 2020



THANK YOU



8. 8. Suggested Future Agenda Item(s)

Description

Trustee Moreno recommended a future agenda item to recognize Trustee Yip's service.

Trustee Moreno requested a presentation with data showing feedback from parents and teachers on the current distance learning/COVID 19 situation and to also include a Spanish inclusion update. Superintendent Lewis recommended waiting until the September Board meeting to present this information from the Yolo County Office of Education.

An update to Board per public comment on possible Native American professional Development will be presented at a future meeting (possibly September 2020).

President Souza Cole would like an update to Board on how students will engage in the election process at a future meeting.

9. ADJOURNMENT
