



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

**04/13/2021 03:30 PM**

Yolo County Office of Education - Woodland Conference Room, Suite 120,  
Woodland, CA 95776 &  
ZOOM VIDEO CONFERENCING  
Open Session - 3:30 PM

## AGENDA

The Yolo County Office of Education's vision is to be a *model of excellence in educational service, innovation, and impact.*



Scan the above QR code with your phone to view this meeting agenda on your phone.

### **BOARD MEMBERS**

Matt Taylor, President

Melissa Moreno, Vice President

Jerry Jimenez

Carol Souza Cole

Tico Zendejas

This meeting is being agendized to allow Board members, staff and the public to participate in a hybrid meeting via in person at the Yolo County Office of Education or by Zoom video conferencing. If attendees join the meeting in person please adhere to the COVID-19 state-mandated guidance which includes social distancing and wearing masks. There will also be the option to participate by Zoom Conference Call, 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:**

**Please click the link below to join the webinar:**

<https://ycoe.zoom.us/j/97637728971>

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

**Or One tap mobile :**

US: +16699006833,,97637728971# or +13462487799,,97637728971#

**Or Telephone:**

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099

**Webinar ID: 976 3772 8971**

**1. OPENING PROCEDURES**

- 1. Call to Order and Roll Call 8
- 2. Pledge of Allegiance 9
- 3. Approval of Agenda 10  
 Motion to Approve Agenda.

**4. Public Comment 11**


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

- *If you are joining the meeting via Zoom and wish to make a comment on an item, press the "raise a hand" button or Zoom chat.*
- *You may also make public comment online by google form:*

<https://docs.google.com/forms/d/e/1FAIpQLScxyl6GvazAzBA7nUY174MngxFpGGilkd6Jo2AiX5kQjiKuhg/viewform>

- *Please submit your google form by the Board meeting date. A moderator for the meeting will read your comments for the record.*
- *In person at the Yolo County Office of Education. 1280 Santa Anita Court. Suite 120 in the*

**2. REPORTS 12**

- 1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)  13
  - a. Board Reports
  - b. Superintendent
    - i. Employee of the Month Recognition
  - c. Superintendent's Advisory Team (SAT)
  - d. Committees

For Information.
- 2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public 24

**3. CONSENT AGENDA  25**





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. March 5, 2021 Board Retreat
- b. March 9, 2021 Regular Board Meeting
- b. Temporary County Certificates (March 2021)

**4. ACTION ITEMS 48**

- 1. RESOLUTION #20-21/31 Classified School Employees Week, May 16-22, 2021  49  
Staff recommends approval of Resolution #20-21/31 Classified School Employees Week
- 2. RESOLUTION #20-21/32 California Day of the Teacher, May 12, 2021  51  
Staff recommends approval of Resolution #20-21/32 California Day of the Teacher, May 12, 2021
- 3. RESOLUTION #20-21/34 Asian American Month  53  
Staff recommends approval of Resolution #20-21/34 Asian American Month (May 2021).
- 4. RESOLUTION #20-21/35 Teen Pregnancy Month (May 2021)  55  
Staff recommends approval of Resolution #20-21/35 Teen Pregnancy Month (May 2021).
- 5. RESOLUTION #20-21/36 Mental Health Awareness Month (May 2021)  57  
Staff recommends approval of Resolution #20-21/36 Mental Health Awareness Month (May 2021).
- 6. Create a subcommittee for Climate Change 59  
Staff recommends creating a subcommittee for climate change to approve Resolutions.

**5. INFORMATION ITEMS 60**

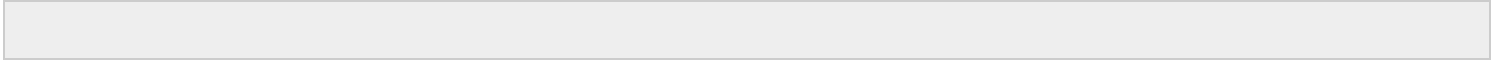
- 1. Initial Proposals to the Yolo County Superintendent of Schools from the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Certificated & Classified Units.  61  
It is recommended that the Superintendent receive the Yolo Education Association collective bargaining proposal for 2021-22 and order that it be posted and set for public hearing a the May 11, 2021 Regular Board Meeting.
- 2. Alternative Education Monthly Attendance Report  64  
Information only. No recommendation at this time.
- 3. Monthly Attendance Report  70  
Information only.
- 4. Head Start/ Early Head Start Reports  82  
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 For Information.	
5. Quarterly Report on Williams Uniform Complaints for YCOE Schools 	192
For Information.	
6. Dan Jacobs Revised Calendar 	194
It is the staff's recommendation that the board approves the revised 2021-2022 calendar as presented.	
7. Cesar Chavez Community School Calendar 	196
Information Only	
8. Title XV Review of Dan Jacobs 	198
Information Only.	
9. Expanded Learning Opportunity Grant Overview 	210
Information Only. It is the staff's intention to bring the fully developed plan to the board for information and approval at the May Board of Education meeting.	
10. Monthly Board Financial Report 	224
For information only.	
11. First Reading of Public comment card, sign in sheet & google form 	226
For Information.	
12. First Reading of Board Bylaws 	229
Please review attached Board Bylaws. This item will be brought back to the Board on May 11, 2021 for approval.	
13. When and How to Schedule Committee Meetings	259
Discussion item.	
14. When and How the Board Conducts a self evaluation	260
Discussion.	
15. Suggested Future Agenda Item(s)	261
<b>6. ADJOURNMENT</b>	<b>262</b>

**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](http://www.ycoe.org)





**1. OPENING PROCEDURES**

---



**1. 1. Call to Order and Roll Call**

---





**1. 2. Pledge of Allegiance**

---

**1. 3. Approval of Agenda**

---

**Recommendation**

Motion to Approve Agenda.

## 1. 4. Public Comment

---

### Quick Summary / Abstract

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

- *If you are joining the meeting via Zoom and wish to make a comment on an item, press the "raise a hand" button or Zoom chat.*
- *You may also make public comment online by google form:*

<https://docs.google.com/forms/d/e/1FAIpQLScxyl6GvazAzBA7nUY174MngxFpGGilkd6Jo2AiX5k>

- *Please submit your google form by the Board meeting date. A moderator for the meeting will read your comments for the record.*
- 
- *In person at the Yolo County Office of Education. 1280 Santa Anita Court. Suite 120 in the*

**2. REPORTS**

---

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

---

**Quick Summary / Abstract**

- a. Board Reports
- b. Superintendent
  - i. Employee of the Month Recognition
- c. Superintendent's Advisory Team (SAT)
- d. Committees

**Recommendation**

For Information.

**Supporting Documents**



Chris Stringer



Admin Services update 4.2021



2021- April MBU



YES Summit 2021 Flyer Rev 03 10 2021\_ New ASSETs logo\_Empower Yolo\_Yocha Dehe



Community Opportunities Night



Kern\_ELR\_schoolboard\_updated3.24 (2)



Doc1



AAASLC-Save-the-Date

# Chris Stringer

as the Employee of the Month for April.

More times than most we see the end result of technology. But not all of us see, understand or care about what happens on the backside to make it happen. You touch a button on a keyboard and you have access to your email. You then go to a website, like all of us do every day, and you are able to get there. Think about what happens when our network goes down . . . No internet, not much work you can do without your computer, . . . you just want to go home. Okay, so do I, but remember, it is about supporting those who need to support our staff and teachers who need to support our students and their families.

Chris, in a very short time, has become the heart of the YCOE ITS networking team.

He keeps those systems that we rely on up and running. His attention to detail and knowledge of networking have made him an invaluable resource to those who know him and to those who expect technology to work at YCOE that don't know him but expect it all to work.

In the districts that we support, Chris has become an invaluable resource. Can't figure it out?

Call Chris. Need to get an answer to a difficult networking question, ask Chris. His work ethic and dedication to YCOE is nothing short of a standard that we can all follow as an example of what it means to be part of the YCOE organization and its mission.

Chris who? You might ask. Chris Stringer, Network Engineer, with Yolo County Office of Education.

## **ADMINISTRATIVE SERVICES APRIL 2021 UPDATES**

### **Crissy Huey - Associate Superintendent, Administrative Services**

- Yolo COE and California Human Development (CHD) signed a 5-year lease agreement for suite 190 located at the Santa Anita Administrative site, suite 190.
  - The lease begins July 1, 2021.
  - CHD comprehensive human services programs are funded by federal, state, local and private resources.
  - CHD offers opportunities to secure education, training, jobs and improved social conditions.
  - CHD reached across Northern California to rural towns as well as major metropolitan areas offering bilingual services network for training and jobs, affordable housing, diasABILITY services, pathways to immigration and citizenship and treatment to support drug free living.

### **External Business Services**

#### **Director, Veronica Moreno**

- The EBS Director is currently reviewing district second interim budgets as a part of the COE's fiscal oversight role. This review process will be completed by April 15<sup>th</sup>.
- With the help of SOS and IT staff, the warrant production equipment used for printing payroll and accounts payable warrants for the COE and all 5 districts is being moved to a more secure room that will be dedicated for this purpose.

### **Internal Business Services**

#### **Director, Debra Hinely**

- The 2021/2022 Head Start / Early Head Start budget was approved by the policy council March 26, 2021.
- Continue to meet monthly with all programs to review current year budgets and starting discussions for upcoming year budgets.
- Negotiations continue.
- Year-end closing discussions
- Newly promoted and hired Internal Business Services staff continue to expand their knowledge through department mentors.
- Staff continue to take advantage of Zoom workshops and trainings.

### **Support Operations Services**

#### **Director, Matthew Juchniewicz**

- Partnered to run our first successful vaccine drive thru at Santa Anita in early March. Second drive thru was on 3/28.
- Santa Anita Fencing Project next steps: tree removal and trimming necessary for installation.
- Check printing relocation: Move scheduled for March 31<sup>st</sup>.
- Santa Anita Fire Suppression replacement: We had a successful bid walk with two potential bidders. Bids were due on March 30<sup>th</sup>.
- Emergency Operations Plan: First draft almost complete, edits are needed.
- 4 Unit Santa Anita HVAC Replacement Project: We are waiting on responses from the building department to order/install.
- Prairie IEEEEP Project: Plans are nearing completion to submit to DSA.
- Lemen IEEEEP Project: Architect is working on design.

- Woodland United Methodist Church Fencing Project: Fencing was installed on 3/19. The windscreen will be installed next month.
- Santa Anita Storefront Replacement: The storefront was damaged beyond repair. A full replacement is being manufactured. We are taking the opportunity to upgrade the entrance to an automatic handicapped opener, which will be of much benefit to those who may require assistance.
- Suite 130 restrooms (delivery hall): Proceeding with quotations/planning for repairs and remodel of flooring/countertops/fixtures in the restrooms. Will include washer/dryer due to extra laundering needs of Head Start.
- Scheduling forklift training certification for SOS department staff.
- YCOE agreed to be the distribution point for CDE PPE supplies for private schools in Yolo County.

### **Information & Technology Services**

Director, Carl Fahle

- **ERATE Application for CAT-1 Data Transmission Services - FY20/21:**  
Completed filing the E-Rate Form 471 application for discounted Category 1 services; Data Transmission (lit fiber, dark fiber, other) and Internet Access.
- **YCOE Woodland Central Center (212 2nd Street, Woodland):**  
Completed deployment of equipment and the configuration/integration of managed Internet, wireless, printing, and VoIP telecommunications at the new ECE Woodland Central Center, 212 2nd Street, Woodland.
- **LMF Computer Refresh Project:**  
Completed deployment of the employee laptop/modular workstation equipment refresh as part of the Loss Mitigation Funding project. This included an introductory training to the new device configuration standard, migration of user files to Office 365 OneDrive services, and Microsoft Teams collaboration platform.
- **CALPADS Fall 2 Certification:**  
ITS Data Services staff validated and filed YCOE's Fall 2 CALPADS reporting for the March 24, 2021 certification deadline.
- **YCOE CEDR Schools Self-Screening Project:**  
Work to finalize the COVID 'Schools Self-Screening' data integration sync with the Center for Educational Development and Research (CEDR) team at the San Joaquin COE is in progress.



## **EDUCATIONAL SERVICES UPDATES**

### **Micah Studer - Interim Associate Superintendent, Educational Services**

- The final draft of the Expelled Youth Plan (AB 922) is completed and we are working with our LEA partners to have it adopted by our local governing boards. We thank Principal Gerhart for her efforts in leading this work.
- Expanded Learning Plans continue to unfold. This planning includes not only this summer, but also what opportunities will be available to students through the 2023 school year. Both Director Burrone and Principal Gerhart are working with their staff to examine what supports will best meet the needs of our students.
- LCAP Planning continues with the Alternative Education Team. At this stage we are engaging our stakeholder groups (parents, staff, students, community partners) for their feedback on the draft goals and actions.
- We received word of additional testing flexibilities available to LEAs. We are examining our options internally and will begin testing in early May.

## **Curriculum and Instruction (C&I) / College and Career Readiness Department**

### **Director, Deb Bruns**

- **English Learner Roadmap 101 for School Board Members, April 19, 4- 5:30, hosted by Kern County**
  - This is the only offering of this session for 2020-21 so we are encouraging all Yolo County school board members (and YCBE!) to attend. (Flyer attached)
- **Youth Empowerment Summit, Saturday, April 24, 9-12, virtual (see flyer)**
  - Community Opportunities Night, May 13, 5-7 pm (see flyer although it's not the one that includes reference to Horizon students)
  - Joint project between FY/H and CCR units and including Horizon students - go Ed Services Team!
- **6th Annual Yolo County African American Student Leadership Conference, Wednesday, May 19, 9- noon, virtual(see cool graphic - registration flyer with more info coming soon)**
  - YCOE's College and Career Readiness Team is working with district, higher education and community partners (including youth!) to plan the first virtual version of this event
- That's it for this month. Otherwise we are just plugging along with PBIS, CTE System of Support, Youth Internship Program, YCCP support, etc. Will report more on those projects next month as we'll have more to share.

## **Early Childhood Education (ECE) Department**

### **Director, Gail Nadal**

- 2021 – 2022 Head Start Grant application was submitted on April 1, 2021. Information included updates to the Year 3 grant and plans for the upcoming Year 4 grant . Last year, due to the pandemic , many of the planning did not take place and was noted in the grant submitted as directed by OHS.
- THE LPC partnered with YCOE and First 5 Yolo to hold a vaccine clinic for child care workers in Yolo County. Approximately, 550 providers received both vaccinations at YCOE as part of a strong commitment to community outreach.
- Successful re-opening of 9 Head Start sites on March 1<sup>st</sup> and we are again serving young children in their classroom environments. We continue to serve children through distant learning model also.

- New Head Start Woodland Central Center opened its doors on March 29<sup>th</sup>. We are enrolling and are currently serving families at the site as well as offering distance learning to support families at this location.

### **Special Education**

Director, Jessica Burrone

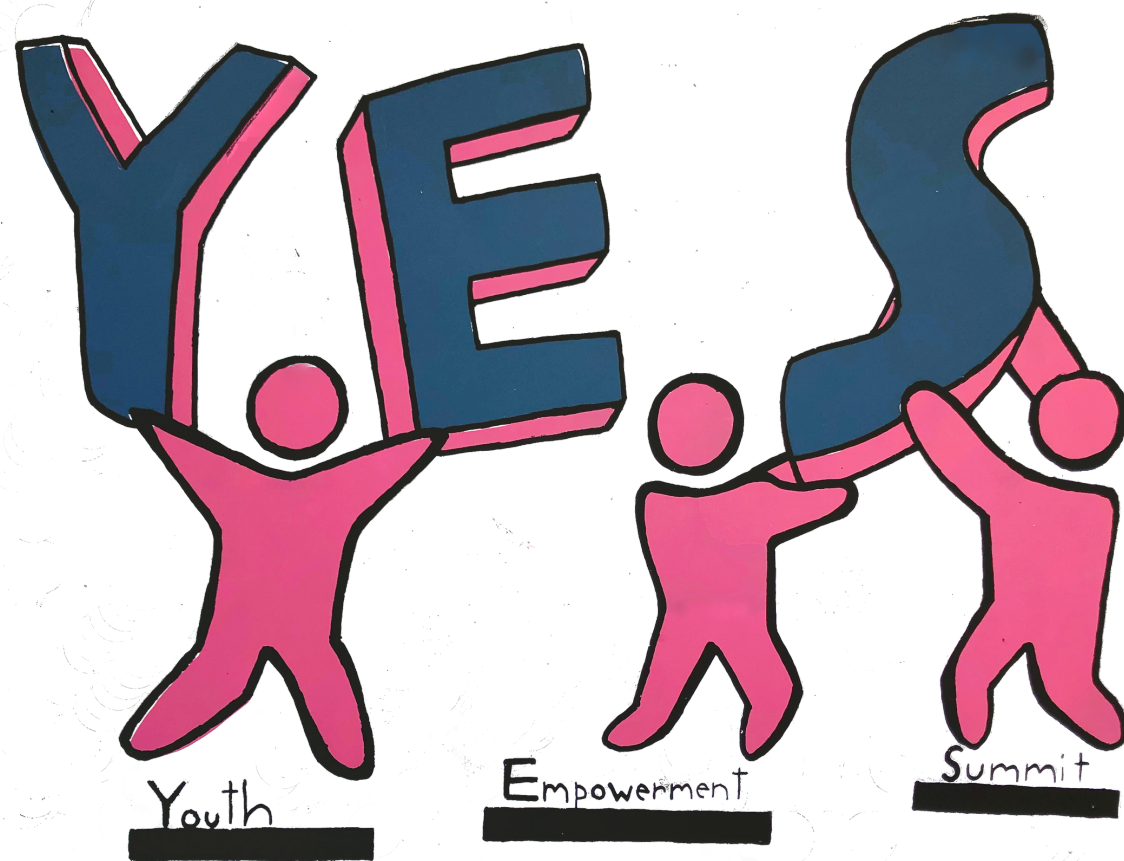
- Reopening continues to unfold. Programs are up and running.
- Planning for ESY and potential Summer Enrichment Acceleration Academy with enrichment providers from the community.
- Planning for the fall of 2021 school year is in process.

### **Foster Youth, Homeless, and Mental Health Services**

Coordinator, Mariah Ernst-Collins

- Foster Youth Services Coordinating Program (FYSCP) 2021-24 grant application update: The FYSCP has completed focus groups with 7 current and former foster youth, district liaisons and social workers, and all 3 AmeriCorps Service Members. In addition, the FYSCP sent a needs assessment survey to community partner agencies as well as to caregivers and received 34 responses. Data from all responses will be used to inform the Program Plan of the FYSCP grant.
- AB2083: Children and Youth System of Care MOU update: The MOU is now complete and being reviewed by all party's counsels. The AB2083 allows for Yolo County to build trauma-informed services for our youth in foster care.
- CalHOPE Student Support (Project) (FEMA) MOU update: The MOU is now fully executed. YCOE has submitted, to Sacramento Office of Education, a detailed program plan and budget detail outlining the planning, development, and implementation of our county Social Emotional Learning Community of Practice (SEL CoP). In addition, the program plan outlined how YCOE will recruit a wide and diverse set of educators to participate in the SEL CoP as well as how our internal team will provide technical assistance to LEAs within our county.
- The FYSCP and Education for Homeless Children and Youth Program (Foster and Homeless Education Services), in partnership with YCOE's College and Career Readiness Program, will be hosting a virtual "Community Opportunities Night" on Thursday, May 13th 5-7pm. The audience will include 9th-12th graders experiencing homelessness and/or foster care. During the event, presenters will speak about educational and career pathways in the trades. The event will include breakout rooms for youth to "drop-in" and learn more about pathways of choice. Our hope is to increase transition services for our youth by providing alternative choices after high school.
- Speaker Series: Our FYSCP, in partnership with the Foster Kinship Care Education and the Independent Living Program (ILP), will be hosting a three-part speaker's series for youth in foster care. The series will occur during the ILP classes for youth in care between the ages of 14-21. The series topics will include: "Traps of the Trafficker", "Shifting with Change and Resiliency", and "Using your Strengths to be All That You Can Be".

JOIN US FOR THE UPCOMING VIRTUAL



# YOUTH EMPOWERMENT SUMMIT

SATURDAY, APRIL 24, 2021; 9:00 A.M.-12:00 NOON

INSTILLING CIVIC ENGAGEMENT AND SOCIAL RESPONSIBILITY BY  
INSPIRING TODAY'S YOUTH AND TOMORROW'S FUTURE LEADERS!

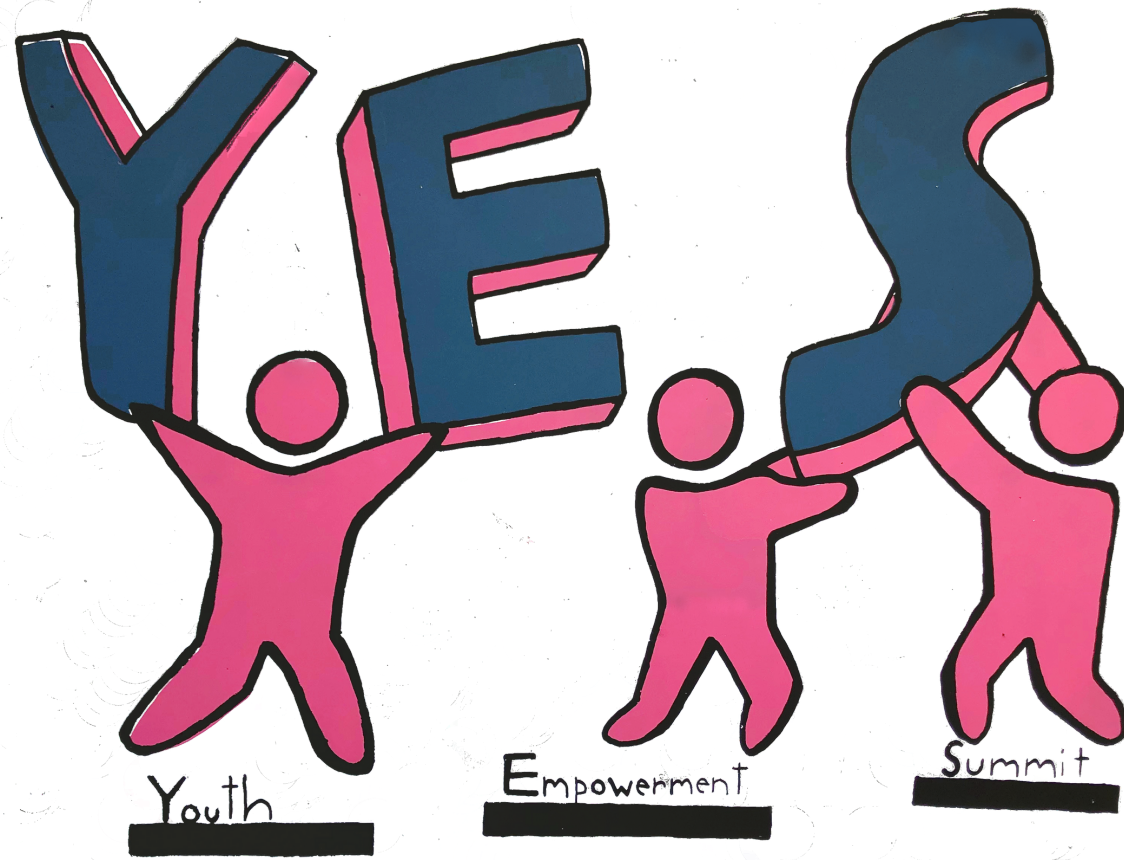
REGISTRATION OPEN FROM  
MARCH 1 TO APRIL 22, 2021

[YOLOSAYSYES.COM](http://YOLOSAYSYES.COM)

STAY TUNED FOR MORE INFORMATION ON  
HOW TO BE ENTERED TO WIN PRIZES, HAVE THE OPPORTUNITY  
TO CONNECT AND MEET OTHER YOUTH & LOCAL ELECTED  
OFFICIALS



ÚNASE CON NOSOTROS A LA PRÓXIMA



# CUMBRE DE EMPODERAMIENTO PARA JÓVENES

SÁBADO, 24 DE ABRIL DEL 2021; 9:00 A.M.-12:00 DEL MEDIO DÍA

¡INCULCANDO EL COMPROMISO CÍVICO Y LA RESPONSABILIDAD SOCIAL INSPIRANDO A LOS JÓVENES DE HOY Y A LOS FUTUROS LÍDERES DEL MAÑANA!

REGISTRACIONES ABREN DEL  
1 DE MARZO AL 22 DE ABRIL, 2021

[YOLOSAYSYES.COM](http://YOLOSAYSYES.COM)

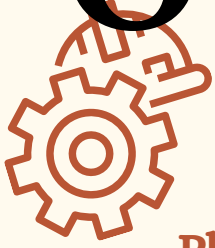
MANTÉNGASE ATENTO PARA OBTENER MÁS INFORMACIÓN SOBRE  
CÓMO PARTICIPAR PARA GANAR PREMIOS, TENER LA  
OPORTUNIDAD DE CONECTARSE Y CONOCER A OTROS JÓVENES Y  
FUNCIONARIOS ELEGIDOS LOCALMENTE



Yolo County Office of Education  
Presents



# COMMUNITY OPPORTUNITIES NIGHT



Please join us to hear about career, trade, and technical opportunities in Yolo County and its surrounding areas.

Open to Youth in Foster Care and Youth Experiencing Homelessness Grades 9-12. Dinner to be provided.

Raffles and prizes throughout the event.

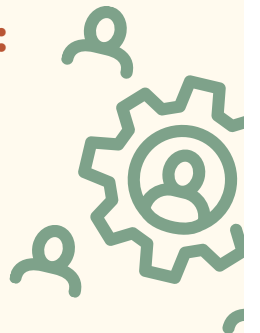
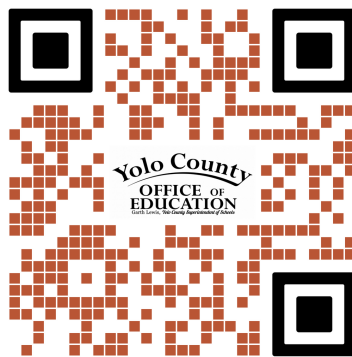


**May 13, 2021**

**5:00 pm 7:00 pm**

Please register by scanning the QR code or going to:

<https://forms.gle/KbgVgrzAM9vaovMh6>



*If you have any questions please contact:*

**Bianca Solorio**

[Bianca.solorio@ycoe.org](mailto:Bianca.solorio@ycoe.org)

(530)302-5116





## Kern County Superintendent of Schools

### English Learner Roadmap 101 for School Board Members

#### In partnership with Californians Together

This session for School Board Members provides a basic overview of the comprehensive and visionary English Learner Roadmap state policy. It is designed to address the role of local governing bodies in supporting and overseeing planning, resource allocation, and implementation of responsive and effective programs and services for English learners that are aligned with the state policy. What questions should you be asking? What opportunities does this assets-oriented and visionary state policy open up for your schools? How can you ensure your schools are enacting the vision, mission and principles of the EL Roadmap? Sign up and gain answers and tools to focus on the needs of the English learner students in your district.

**Workshop Date: Monday, April 19, 2020 4:00 PM - 5:30 PM**

**Open to all School Board members in California**

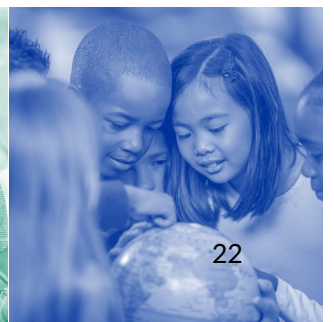
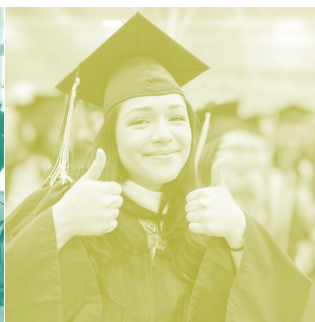
**For questions please contact:**

**Anna Lisa Vargas**  
EL Coordinator at  
[anvargas@kern.org](mailto:anvargas@kern.org)  
661-636-4235

**Marcie Frankhouser**  
EL Coordinator at  
[mafrankhouser@kern.org](mailto:mafrankhouser@kern.org)  
661-636-4239

**Please register here: <http://kern.k12oms.org/1510-199366>**

*Kern County*  
**Superintendent of Schools**  
*Office of Mary C. Barlow ...advocates for children*



**6TH ANNUAL**  
**MAY 19, 2021**

JOIN US FOR THE  
**AFRICAN**  
**AMERICAN**  
**STUDENT**  
**LEADERSHIP**  
**CONFERENCE**



**SEE YOUR FUTURE THROUGH YOUR PAST**

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

---



### 3. 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. March 5, 2021 Board Retreat
- b. March 9, 2021 Regular Board Meeting
- b. Temporary County Certificates (March 2021)

#### Supporting Documents



03-5-21 Board Retreat Agenda Minutes



3-9-21 Minutes



TCC's March 2021 6 totals

#

**YOLO COUNTY BOARD OF EDUCATION**

March 5, 2021

9:00 a.m. - Noon

Special Meeting – Board Retreat  
YCOE (Washington Conference Room) and Via Zoom

**OPENING PROCEDURES**

1. Call to Order and Roll Call. The Yolo County Board of Education met on March 5, 2021 at 9:10 a.m. in a special session hybrid meeting on Zoom and in person. Board Members present at YCOE were: Matt Taylor, Jerry Jimenez, Tico Zendejas and Carol Souza Cole. Board members present on Zoom: Melissa Moreno. President Taylor presided. Superintendent Garth Lewis was present. (Roll Call held).
2. Pledge of Allegiance. The pledge of allegiance was conducted.
3. Approval of Agenda.  
**MOTION:** Souza Cole **SECOND:** Moreno **AYES:** Souza Cole, Moreno, Jimenez, Taylor, Zendejas **NOES:** None **ABSENT:** None

**ROLL CALL VOTE:**

JIMENEZ: **AYE**

TAYLOR: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

4. Public Comment.

None.

5. Board Retreat

6. Board President Welcome  
Team Building Exercise (5 min)

- Each trustee/staff member stated their name, role and where they plan to travel after the pandemic.
- Yvette Seibert, Executive Assistant reviewed the documents in the board retreat binder.
- Superintendent Lewis commented on unique position of County Superintendent (who is elected) and the County Board who work together for effective governance.

7. Effective Governance Conversation and Agreements (1 hour)

#

#

- Board member Roles and Responsibilities
- Superintendent Lewis presented this item. He discussed the statutory roles and responsibilities involved in leadership. Leadership is influence and how we maintain the best outcome for students and contribute to the community. He discussed the commandments for Trustees in the Board binder. Trustee Souza Cole requested that the Board review Board Bylaw 9000 that lists the Roles of the Board. She would also like to post this list on the website to replace the Board responsibilities currently online.

Trustees reviewed Board Bylaw 9000 – Roles of the Board

**1. Collaborate with the County Superintendent to ensure implementation of the shared vision, goals, and policies of the County Office of Education (COE).**

- Superintendent Lewis stated that Trustees represent geographical areas and not school districts.

**2. Adopt and update policies for the *Board's (add word per Trustee Jimenez)* own governance and for programs under the statutory authority of the County Board.**

**3. Ensure accountability for student learning in schools and programs under the statutory authority of the County Board.**

- Superintendent Lewis stated that we can develop an accountability calendar (annual process) for benchmarks, timelines and student success. The Executive Committee will discuss this process and how it will work at future meetings.
- Vice President Moreno asked the Board to consider looking at the student population and having culturally relevant education for these students. Trustees can also help with accountability on programming by the questions raised at Board meetings per Superintendent Lewis. Also, at a future Board meeting Trustee Moreno would like to hear from second language learners and parents on this issue.

**Future agenda items**

- **Change wording on #2 Adopt and update policies for the *Board's (add word per Trustee Jimenez)* own governance and for programs under the statutory authority of the County Board.**
  - ***Post the Roles of the Board on the website to replace the Board responsibilities currently online.***
  - ***Accountability Calendar***
  - ***Board study session/presentation on accountability and curriculum.***

#

#

#### ***4. Adopt the annual budget and review interim reports of the County Superintendent.***

- *Discussion on Whose Budget is it Anyway?*
  - *Trustees stated that the Board reviews the budget but does not go line by line.*
  - *Important to collaborate.*
  - *Vice President Moreno stated that this is an important process to access accountability on YCOE's student population and guaranteeing culturally relevant education.*
    - *Important to note that certain funding is only for specific programs per Superintendent Lewis.*
    - *Open dialogue and transparency during this process is important for student population.*
    - *Intentions and how we realize those intentions are important per Superintendent Lewis.*
    - *Superintendent Lewis noted that government structures within YCOE do offer accountability in our programs for example, SELPA and Head Start (with policy councils and superintendent councils).*
      - *How do we satisfy role of transparency and impact as a tool for change in education.*
  - *Superintendent Lewis stated that we can put together a Statement on YCOE's collective view that will set tone and template for future trustees on the budget.*
    - *Trustee Zendejas wants to focus on the highlights and what YCOE is doing and will continue to do.*
    - *Trustee Souza Cole stated that the budget is the tool to accomplish mission. It is a starting point/foundation.*
  - *Vice President Moreno stated that the budget represents commitment and accountability. How we are serving our specific student population. Encouraged other Board members that if there are questions to ask those questions to measure accountability. She plans to schedule meetings with YCOE staff to discuss if curriculum and the budget align with programming?*
  - *Superintendent Lewis stated that these questions are important for our alternative education programs and during the Local Control and Accountability Plan (LCAP). Staff is focused on*

#

#

*oversight of budget and business operations for organization. Board questions help and support organization strive for excellence.*

#### **Future agenda items**

- ***Statement on YCOE’s collective view that will set tone and template for future trustees on the budget.***

***5. Fix the salary of the County Superintendent in accordance with law and Board Bylaw 9500.***

***6. Acquire, lease, lease-purchase, hold and convey real property for the purpose of housing the offices and the services of the COE.***

- *Question from Trustee Zendejas – can the board sell the property?*
  - *Per Superintendent Lewis this is a collective governance decision. He stated that the Board is the holder of COE property but Board does need the Superintendent to direct staff.*
  - *Collaboration is very important.*
  - *Sub-committee Board structure is where we have these conversations.*
  - *The Superintendent is responsible for keeping the Board informed on issues. Trustee Souza Cole asked if we could create a sheet listing COE property leased and/or owned (amounts owed – annual payment) for future use on this issue.*

#### **Future Agenda items**

- ***Create a sheet listing COE property leased and/or owned (amounts owed – annual payment) for future use on this issue.***

***7. Along with the County Superintendent, ensure ~~the provision of~~ (take out words per Trustee Jimenez) a safe and appropriate educational environment for all COE students.***

- *Superintendent Lewis stated that we need clarity on this statement.*
- *Accountability on this issue includes the Williams Reports, facility inspection tools and accountability report cards, alternative education program and Greengate reports.*
- *This item is a great opportunity for questions and causes staff to think about things differently and possibly find a better way to do things.*

#### **Future agenda items**

#

#

- *Change board bylaws on this issue (safe and appropriate educational environment) and will bring back to a future meeting. #7. Along with the County Superintendent, ensure ~~the provision of~~ (take out words per Trustee Jimenez) a safe and appropriate educational environment for all COE students.*

**8. Conduct appeals on the following actions by district governing boards: student expulsions; interdistrict transfer requests; denials, nonrenewals, or revocations of charter school petitions; and other matters when required by law.**

- *Statutory requirements required by law.*
  - *Trustee Zendejas had a process question on decisions being overturned from district. There is specific set of criteria to follow for Board per Superintendent Lewis.*

**9. Maintain a cooperative and supportive working relationship with local school districts, their school boards, and the community.**

**10. Conduct public hearings when appropriate.**

**11. Fulfill responsibilities relating to the Local Control Funding Formula (LCFF), including adopting the COE local control and Accountability Plan (LCAP) and any revisions and updates to it. Superintendent reviews District LCAP for appropriateness. Board reviews county programs (Greengate and Special Education).**

**12. Consider petitions and provide oversight for charter schools approved by the County Board and fulfill other statutory responsibilities in connection with charter schools.**

- *Trustee Zendejas asked a question on process of a charter school petitioning the county or a county operated charter school.*
- *Vice President Moreno was wondering for historical knowledge what were lessons to keep in mind to ensure an effective implementation of a charter school.*
  - *Superintendent Lewis stated that we can put together a document to share with the Board to close out YCCA and the required steps in this process with lessons learned as a future Board meeting item. Trustee Souza Cole also requested a short financial report on YCCA.*

**Future agenda items**

- ***Document to share with the Board to close out YCCA and the required steps in this process with lessons learned as a***

#

#

*future Board meeting item. Trustee Souza Cole also requested a short financial report on YCCA.*

**13. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels.**

*This item includes:*

- *Advocacy*
- *Resolutions*
- *Work with community*
- *Model for LCAP*
- *Superintendent Zendejas had a question on procedures for president representing Board/Individual.*
  - *President is the spokesperson for Board - Board member is individual and is not limited on speaking as their own representative at meetings per bylaws.*
  - *Letter of Support usually comes from Superintendent.*
  - *Trustee Moreno had a question regarding representing the Board at a County Supervisors meeting. As a trustee on the Yolo County Board of Education are you representing yourself or the Board at the meeting?*
    - *Board and Superintendent commented that you can state that you are on Board but you are representing yourself on education issues during other county public meetings.*
    - *Also had a question as institution can trustees bring other organizations on as partners for example colleges, non-profits, etc. Is this a conflict of interest?*
      - *Superintendent Lewis stated that trustees are representing constituents and not other organizations you are part of during Board meetings. Partnership can take place in conversation outside of meeting. For example Rise and community college work.*

8. **Bylaws update – Trustee Souza Cole commented on the changes to the Brown Act Affecting Use of Social Media for Members of Legislative Bodies & Public Comment Procedures**

*AB 992 includes information on social media and the Brown act. Also includes legislation for board policy changes where the Board majority cannot discuss issues amongst themselves and cannot use digital icons to express support. President Taylor and Trustee Souza Cole requested*

#

#

*amending bylaws 9012 & 9320 to reflect this item. Staff will access Gamut for these items to be added to future agenda for board action.*

**Future agenda items**

***President Taylor and Trustee Souza Cole requested amending bylaws 9012 & 9320 to reflect AB 992 (Social media item). Staff will access Gamut for these items to be added to a future agenda for board action.***

9. Public Comment Procedures

Discussed current public comment procedures. Trustee Souza Cole commented on keeping an open culture so there are no barriers for the public to comment on agenda items. The situation can be different in this current online world. Reviewed policy 9325 on public participation during a meeting and it should be updated to reflect current situation.

Items suggested/requested during a Board meeting:

- President will ask if there is public comment before each item where the Board will deliberate after and discusses item. Item is not an opportunity to have a discussion with the person. Public comment is 3 minutes.
- Public can talk to a board member after a meeting one on one. This is not a brown act violation per Trustee Moreno's question.
- President Souza Cole requested that the chat function for the board meeting be turned off during Board meetings.
- President Taylor requested that the meetings be held as a Zoom webinar from now on.

Trustee Jimenez -

- a. Asked if two (2) board members can speak to public about board business. Per Board and Superintendent if there are 3 or more Board members then it is Brown act violation.
- b. He requested adding a line for city/county live on both card and Google form and state that this question is optional on the physical card and virtual card.
- c. Change the word citizen to resident on any public comment cards/forms.

**Future agenda items**

- **President Souza Cole requested that the chat function for the board meeting be turned off during Board meetings.**
- **President Taylor requested that the meetings be held as a Zoom webinar**

#



#

- Requested adding a line for city/county live on both card and Google form and state that this question is optional on the physical card and virtual card.
- Change the word citizen to resident on any public comment cards/forms.

*Break at 10:57 a.m.  
Meeting resumed at 11:16 a.m.*

Superintendent Lewis requested that the Board consider changing the Regular meeting time back to 3:30 p.m. Item will be added to next regular board meeting for consideration and action.

Trustee Taylor commented that there is not a norm for county boards to meet. Start times differ for all counties (anywhere from mornings, afternoon to late evening for the bigger counties).

#### 10. Superintendent's Vision - Strategic Planning (30 min)

Garth presented Powerpoint on YCOE Strategic Plan for 2021-2025 – “We’re Making Our Move...From Good to Great”

#### **The purpose of today’s meeting is to:**

- ← Discuss information related to YCOE’s organizational culture (Mission, Vision, Core Values, Norms, etc.)
- ← Update members of the Board about the YCOE Strategic Plan for 2021-2025
- ← Solicit Board input regarding the YCOE Strategic Plan goals for 2021-2025
- ← Discuss suggested timelines, next steps, and more . . .

#### Reviewed Four Cs

- Collaboration
- Capacity Building
- Continuous Improvement
- Coherence
  
- Discussed what is strategic planning
- The Format for YCOE Goals
- YCOE Proposed Workplan
- Reviewed Discussion Questions

Some items Board discussed and commented:

#

#

- Serving all students and being aware of the importance of culturally relevant education for entire county.
- Recently hired PIO.
  - Communication out of office will increase capacity.
- Appreciate feedback from Board in future on this item.
- Appreciate more issues on racial equity and programming.
- Goal of publishing Strategic Planning goals by September.
- List of action and goals helpful.
- Make student centered.
- Addressing gaps in districts. Chase meaningful goals and impact. Different ways to quantify outcomes during process.
- Involving students in process would be helpful.
- Parent community should be involved.
- Include employees and staff.
- Identify ways we are growing.
- Hear from teachers and unions.

**11. These items will be moved to a future board agenda to discuss:**

- *Scheduling Committee meetings*
- *When and How the Board conducts a Self-Evaluation – Sample tools (20 min)*

Regular Board Meeting on Tuesday will be hybrid.

**Motion to adjourn meeting at 12:03 p.m.**

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

**ROLL CALL VOTE:**

JIMENEZ: **AYE**

TAYLOR: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

#

**YOLO COUNTY BOARD OF EDUCATION**  
**Regular Meeting: March 9, 2021**  
**MINUTES**

**1.1 OPENING PROCEDURES**

1.1 Call to Order and Roll Call. The Yolo County Board of Education met on March 9, 2021 at 4:32 p.m. in Regular session on a Zoom conference call. Board Members present were: Matt Taylor, Tico Zendejas and Carol Souza Cole. By Zoom: Melissa Moreno and Jerry Jimenez. President Taylor 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.  
Motion to approve agenda with removal of *Item 4.4 RESOLUTION #20-21/25 Commitment to Environmental Sustainability Action (April 2021)* to be placed on next month's agenda with edits from the California School Boards Association's (CSBA) sample resolution.

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

**ROLL CALL VOTE:**

JIMENEZ: **AYE**

TAYLOR: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

1.4 Public Comment.  
Cecelia Escamilla-Greenwald, member of the public in Davis made a public comment.

I appreciate the board having the meetings at 4:30 p.m. it gives time for community members and those who work and have responsibilities to attend and listen to the meetings. I respectfully request that the Board consider keeping the time at 4:30 p.m. so the public can listen and participate in the meetings.

Please assign a subcommittee to look at ethnic studies at Davis Schools and other schools in Yolo county as we are working diligently a group of 100 people in Davis trying to get ethnic studies implemented. Davis and Yolo county is very diverse and we are currently looking at which schools have ethnic studies and which are working on them and are making recommendations and working with districts to get that implemented. Please assign a subcommittee to look at this issue. It is very important at this time when at-risk groups and other groups including Native American, African American, Chicano, Latinos and Asians there

have been a lot of hate crimes and backlash so we believe it is important to have ethnic studies in the classroom to appreciate their own and other cultures. If you have any questions please contact me. She gave her phone number and email if any questions.

## 2.0 REPORTS

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

#### a. Board Reports

##### Trustee Moreno

- *Acknowledged current period of education on ethnic studies is important topic.*
- *Invited to forum on ethnic studies at Davis Jt. USD area organized by parents and community with school district leadership invited also.*
- *Shared that the California Ethnic Studies Model Curriculum final draft is out for review and they are taking comments before end of month.*
  - *One change to be discussed is that Jewish studies be included in the Asian American studies section.*

##### Trustee Jimenez

- *Attended Foster Children Inequitable Discipline seminar on February 17, 2021.*
  - *Insightful and educational*
- *Attended childcare forum on February 24, 2021.*
  - *Discussed needs of childcare in Yolo County*
- *Thanked teachers and staff on great work opening schools safely.*

##### Trustee Zendejas

- *Appreciates the hybrid Board meeting and being able to meet in person today.*
- *Congratulated staff on schools reopening.*
- *Excited for school to be onsite again.*
- *Will plan to visit school sites in the future.*

##### Trustee Souza Cole

- *Congratulated staff on reopening schools.*
- *Will plan to visit sites in the future.*
- *Attended YCOE's Black history month celebration on February 23, 2021.*
- *Attended the Yolo County Leadership Forum on March 3, 2021.*
- *Attended the Board retreat last Friday.*
- *Volunteered at vaccination clinic held at YCOE in partnership with First Five on Sunday, March 7, 2021.*
  - *Amazed at how well the YCOE facility worked for the large event.*

Trustee Taylor

- *Thanked staff for work on recent Board retreat.*
- *Welcomed Dr. Micah Studer in his new interim role as Associate Superintendent of Educational Services.*

Superintendent

- *Thanked staff for hard work.*
- *Visited school sites.*
- *Welcomed Dr. Studer in his new interim role as Associate Superintendent of Educational Services.*
- *Thanked Dr. Rex Fortune for his presentation at the YCOE Black history Celebration on February 23, 2021.*
- *Discussed first town hall meeting.*
  - *280 staff attended.*
  - *Dr. Aimee Sisson, Yolo County Public Health Director shared data and status of COVID-19 and vaccines in Yolo County.*
- *Enjoyed volunteering at the vaccine clinic held at YCOE in partnership with First 5 recently.*
  - *330 childcare workers registered for vaccine.*
- *Celebrated a meaningful and productive retreat with Board held recently.*

**SAT**

*Dr. Micah Studer, Interim Associate Superintendent, Educational Services referred to the updates in the Board packet. Welcomed students back to school and discussed first day of programs. More information will be discussed during the school reopening update on this issue.*

*Crissy Huey, Associate Superintendent, Administrative Services referred to the updates in the Board packet.*

*Discussed collaboration with staff on welcoming students back in the classroom.*

Committees.

Trustee Jimenez discussed recent Yolo County School Boards Association meeting:

- *Opportunities for Yolo County trustees to network.*
- *New Trustee Engagement and Networking session has been scheduled for April 20, 2021 and will feature Teri Vigil, CSBA who will discuss developing a student-centered governance mindset: Moving from I to We, Without Losing me.*

2.2 Associations.

Sharon Gendelman-Wilson, Vice President, YEA commented that she is excited to be back in the classroom and discussed open IT tickets in terms of

technology for students.

**3.0 CONSENT AGENDA**

- a. Approval of Minutes:
  - February 9, 2021 Regular Board Meeting
  - Temporary County Certificates (February 2021)

The Board took action to approve the consent agenda.

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

**ROLL CALL VOTE:**

TAYLOR: **AYE**  
JIMENEZ: **AYE**  
MORENO: **AYE**  
SOUZA COLE: **AYE**  
ZENDEJAS: **AYE**

**4.0 ACTION ITEMS**

4.1 RESOLUTION #20-21/22: In Support of Equal Treatment for Asian Amerians and Pacific Islanders (AAPI)

Superintendent Lewis presented this item. He recognized that our county board was mentioned in a letter from the Asian Pacific Islander American Public Affairs Association (letter will be forwarded to Board). The association applauds the resolution in Yolo county and notes local incidents in California with the contribution of COVID-19 Anti-Asian hate in country that has been previously demonstrated. The association supports Yolo County’s resolution of intolerance of racist and xenophobic behavior.

Public comment from Lisa Salinas.

Thank you my name is Lisa Salinas and I want to thank you for this opportunity to speak and address this important resolution. I am sorry this is the first time I have appeared and that I have to share this. I am a six (6) time survival of racist attacks since COVID-19 began. I am a mother and grandmother and I was grocery shopping at COSTCO and Raleys when racial slurs were hurled at me and people physically attacked me in a parking lot and I used a cart as a shield to defend myself for the racists to leave me alone. As I shared my story I became concerned that this is happening in Yolo County and with children. I began to hear more stories with API students and families began to rise with this issue. I have heard from students in Woodland, West Sacramento and Davis that the microaggressions and physical violence are rising. I am so happy that you are addressing this and being a support so that this violence will not rise and increase in Yolo. In April we are commemorating the death of a Vietnamese American student that was killed on the Davis High School campus for racial reasons. I am hoping that we will not have that anywhere in Yolo county and that we can begin to address

racism by having an honest discussion. So thank you for your leadership and for addressing this issue and you may be one of the only county boards in the nation to address this issue. Thank you for your strong leadership.

Public comment from Jackie Wong.

Thank you YCOE and Superintendent for bringing this forward. In appreciation of this resolution I am sharing this not only on behalf of myself but more on behalf of my eldest child who has been extremely upset about the rise of anti-Asian hate crimes and general normalization of racist sentiment in our community. She told me that no one would listen or believe a 12-year old who had not experienced this and was told by several people to get over it and that she was too sensitive. People do not believe that Asians experience racism and she further explained how she understood why her grandmother never left her home and she wanted us all to do better. She requested that you continue to do good work and to not adopt this because it's a trendy or political thing to do but that there be action behind the words since kids like her are depending on leaders like you and me to do the right thing so that her and her friends can feel safe. I appreciate your leadership.

Yvette Seibert, Executive Assistant read the comments from former trustee Shelton Yip and Norb Kumagai

**3/9/2021 8:24:10 3/9/2021 Shelton Yip/citizen Resolution#20-21/22**

President Taylor and Trustees; thank you for placing on your agenda and consideration of Resolution #20-21/22. The issue(s) as you are aware of concerns the uptick in attacks and harassment of AAPI students and community members in our Cities, State and across the Nation. In conversations with neighbors and others across the State, the question of, "How did we get here; how did this happen?" Is always asked. I have to remind them that, "it didn't just happen but it has been amplified!". The Chinese Exclusion Act (1882), The Incarceration of US citizens of Japanese Ancestry-Executive Order 9006 (1942) to illustrate the century/decades of "hate" in our society. When a gunman in 1989 killed five children and wounded 30 others on the playground of Cleveland Elementary School in Stockton, CA., these students were of Asian descent. The reason given, "Asians are taking jobs away", the same reason Vincent Chin was murdered on the streets of Detroit; and "we are not a virus". As an institution of academia, this is our opportunity to educate our students and communities of the "true" history of our Nation and the contributions of the AAPI and BIPOC citizens to our Country. When the Trustees pass this Resolution tonight, you will be joining the Yolo County Supervisors, cities and LEAs of Yolo County in taking a stand against racism. You will be taking a stand to protect our students. You will be taking a stand! Thank you.

**3/9/2021 9:40:32 3/9/2021 Norb Kumagai Resolution #20-21/22**  
**Equal Treatment For Asian Americans & Pacific Islanders**

Public Comments: Good Afternoon President Matt Taylor, Vice President Melissa Moreno, Trustees and Superintendent Garth Lewis. In Strong Support of Resolution #20-21-22. I've been a longtime resident of Davis, California. Given

the hate crimes which have been directed towards Asian Americans here in Yolo County, as well as throughout the nation, this Resolution is necessary. In May 1983, Thong Hy Huynh, a Vietnamese student, was murdered at Davis Senior High School. More recently, last summer, Dr. Khoa Lam, M.D. a graduate of The U.C. Davis School of Medicine, while visiting his parents in Moore Village (Wildhorse in North East Davis) was verbally assaulted by two racist neighbors. As the first Asian American elected Associated Student Body President at Davis Senior High School (Class of '75), I take these hate crimes personally, especially the murder of Thong Hy Huynh. I thank you for your time and consideration of this resolution.

Public Comment from Jesse Salinas

Thank you very much for allowing me to speak on this subject. This issue is very close to our family since Lisa Yep Salinas is my wife and has actually encountered the items she just shared with you. It has brought it close to home so thank you for your leadership I challenge you also in further passing the resolution as step 1 and having the dialogue and creating an opportunity for young people to have a safe place to relay what has happened to them and feel protected. It is important to give children a safe place to respond and to give them the tools they need to respond to these challenges and to help our young people. Another challenge I would like to give to you is to put a process in place so that there is safe place when faced with these challenges. Thank you Jackie for sharing your story. Young people suffering are not always able to share and we know these stories are underreported. It is important to protect and guide these children and to give them tools for this challenge. These are important conversations and thank you for your leadership. I hope you adopt this resolution and take the next step to keep kids safe.

Trustee Jimenez thanked everyone for their stories. Asian Americans contribute to the county, state and nation. Racism has no place in our community.

Trustee Souza Cole echoed what Trustee Jimenez stated. It is important for youth to have an example and to teach youth what it means to live in community where all are supported and to denounce racism. She requested that after the resolution is passed and signed to please send to every staff member and to families in the community.

Trustee Moreno thanked the community members who shared their experience and perspective on this issue. It is important that YCOE hear what is happening in Yolo County. It is important to acknowledge that many districts in the county have passed similar resolutions and she supports Asian American studies in K12 schooling and to consider education and awareness during this time.

Trustee Zendejas echoed what has been mentioned. Appreciates Dr. Moreno's comments. Education needs to continue with young people.

President Taylor stated that hearing from the public is very meaningful and applauds courage.



Motion was made to approve RESOLUTION #20-21/22: In Support of Equal Treatment for Asian Americans and Pacific Islanders (AAPI)

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

**ROLL CALL VOTE:**

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

- 4.2 RESOLUTION #20-21/23: National Child Abuse Prevention Month (April 2021)  
Superintendent Lewis presented this item.

Superintendent Lewis presented this item. He invited Trustee Jackie Wong from Washington USD to comment. She commented on the importance to recognize the neglect and abuse caused by the pandemic and the multiple reports of need for children. Stressed the need as an opportunity for leaders for reform and have compassion for care during this time as campuses reopen. Important to think about how to do business differently to protect community and re-engage young people from this trauma.

The Board took action to approve the RESOLUTION #20-21/23: National Child Abuse Prevention Month (April 2021)

**MOTION:** Souza Cole **SECOND:** Moreno **AYES:** Souza Cole, Moreno, Jimenez, Taylor, Zendejas, **NOES:** None **ABSENT:** None  
Printed copy to lisa Salinas.

**ROLL CALL VOTE:**

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

- 4.3 RESOLUTION #20-21/24: In Support of High School Voter Weeks (last two weeks in April 2021)

Superintendent Lewis presented this item. Jesse Salinas shared remarks on item. He discussed youth empowerment and the importance of voting. Shared information on YES summit and how to register and participate.

Vice President Moreno thanked Mr. Salinas for being here to support kids and shared in his belief in educating our younger generation. Motivation

and inspiration is important with culturally relevant education for students and it is important for students to see what leadership looks like in the county, state and nation. Important to have representation of different ethnic groups in our nation.

Motion was made to approve RESOLUTION #20-21/24: In Support of High School Voter Weeks (last two weeks in April 2021). YCOE will mail the resolution to Mr. Salinas.

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

**ROLL CALL VOTE:**

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

4.5 Dan Jacobs School Calendar

Dr. Micah Studer, Interim Associate Superintendent, Educational Services presented this item in the Board packet and responded to questions from the Board.

The Board took action to approve the Dan Jacobs School Calendar.

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

**ROLL CALL VOTE:**

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

4.6 2020-21 Yolo County Office of Education Budget Revision and Second Interim Report

Debra Hinely, presented the PowerPoint, “2020-2021 Budget Revision and Second Interim Report” and responded to questions from the Board.

Items discussed included:

Deficit spending and one-time expenditures.

Building improvements.

Components on ending fund balance and history.

Unaudited actuals and how they are reported to Board will be discussed with the budget committee at future meetings.

Question on summary – unrestricted/restricted revenues, expenditures, and changes in ending fund balance.

**Trustee Jimenez left at 6:21 p.m. and returned at 6:24 p.m.**

Superintendent Lewis stated that we will schedule time for the budget committee to meet soon to discuss some of the issues brought up during this item.

The Board took action to approve 2020-21 Yolo County Office of Education Budget Revision and Second Interim Report.

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

**ROLL CALL VOTE:**

TAYLOR: **AYE**  
JIMENEZ: **AYE**  
MORENO: **AYE**  
SOUZA COLE: **AYE**  
ZENDEJAS: **AYE**

4.7 Discussion and Action on changing the time of the Yolo County Board of Education Regular meetings to 3:30 p.m.

Superintendent Garth Lewis presented this item in the Board packet and responded to questions from the Board.

Vice President Moreno asked if there was a budget reason for the change and felt it was important to keep the meeting at 4:30 for people who get off work later.

President Taylor and Trustee Souza Cole both felt it was important to take staff consideration into account of decision along with reviewing past public participation since the time change to 4:30 p.m since August 2020.

Motion to move start time for monthly Regular Board meetings to 3:30 p.m. with special consideration for public comment on each item in future Board meetings.

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

**ROLL CALL VOTE:**

TAYLOR: **AYE**  
JIMENEZ: **AYE**  
MORENO: **AYE**  
SOUZA COLE: **AYE**  
ZENDEJAS: **AYE**

5.0 A PUBLIC HEARING WILL BE CONDUCTED TO RECEIVE COMMENT

FROM PARENTS, TEACHERS, MEMBERS OF THE COMMUNITY, AND BARGAINING UNIT LEADERS REGARDING THE INITIAL PROPOSAL TO THE YOLO COUNTY SUPERINTENDENT OF SCHOOLS FROM THE YOLO EDUCATION ASSOCIATION (YEA)

The Public Hearing opened at 6:40 p.m. and closed at 6:41p.m.

- 6.0 A PUBLIC HEARING WILL BE CONDUCTED TO RECEIVE COMMENT FROM PARENTS, TEACHERS, MEMBERS OF THE COMMUNITY, AND BARGAINING UNIT LEADERS REGARDING THE YOLO COUNTY SUPERINTENDENT OF SCHOOLS' RESPONSE TO THE INITIAL PROPOSAL FROM THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CERTIFICATED CHAPTER and INITIAL PROPOSAL OF SUPERINTENDENT FOR NEGOTIATIONS WITH THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CERTIFICATED CHAPTER FOR 2020-2021

The Public Hearing opened at 6:41p.m. and closed at 6:42 p.m.

- 7.0 A PUBLIC HEARING WILL BE CONDUCTED TO RECEIVE COMMENT FROM PARENTS, TEACHERS, MEMBERS OF THE COMMUNITY, AND BARGAINING UNIT LEADERS REGARDING THE YOLO COUNTY SUPERINTENDENT OF SCHOOLS' RESPONSE TO THE INITIAL PROPOSAL FROM THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CLASSIFIED CHAPTER and INITIAL PROPOSAL OF SUPERINTENDENT FOR NEGOTIATIONS WITH THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CLASSIFIED CHAPTER FOR 2020-2021

The Public Hearing opened at 6:43 p.m. and closed at 6:44 p.m.

**8.0 INFORMATION ITEMS**

- 8.1 Alternative Education Monthly Attendance Report  
Gayelynn Gerhart, Principal, Alternative Education reviewed this item in the Board packet and responded to questions from the Board.

Items discussed:

- Support to one (1) youth not attending during school hours.
- Gender almost 50/50 on students attending school.
- YCCP data reviewed.
- Trustee Souza Cole had questions on the YCCP program for Tech digital media and video production.
- Enrollment and attendance report.
  - Hold harmless status.
    - Budget decreased based on numbers.

- Significant decrease in alternative education programs.

8.2 School Reopening Update

Dr. Micah Studer, Interim Associate Superintendent, Educational Services reviewed the PowerPoint, in the Board packet and responded to questions from the Board.

Items discussed included:

- Schools re-opened March 1, 2021.
- Early Childhood Education.
- Special Education.
- Discussed first day.
- Alternative Education.
- Student statements reviewed.
- Food service.
- Yoga on the lawn.
- Digital media.
- Technology spectrum.
- Dr. Studer thanked staff for their hard work on re-opening day.
  - Commended detailed SOS processes and guidance.
  - Team felt supported and confident.
  - Discussed video production classes.
    - When videos are complete the trustees asked if they could be shared with the Board.
  - Trustee Moreno thanked staff for these presentations.
    - Appreciates local community college leadership
    - Digital filming classes needed in county.
- Board thanked Superintendent Lewis, staff and union leadership for all their hard work.

8.3 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 reviewed this item in the Board packet and responded to questions from the Board.

Items discussed:

- Glad to be back in class.
- Grant is due April 1 with approval of policy council.
  - Discussed plans for upcoming year.

- 5 year grant (on year 4).
- Office of Head Start will begin 45 day federal review - 1 week.
- Study session on Head Start with superintendent and associate superintendent will begin soon.

8.4 Consolidated Application Winter Release

Dr. Micah Studer, Interim Associate Superintendent, Educational Services reviewed this item in the Board packet and responded to questions from the Board.

8.5 Quarterly Report of Investments for Period Ending December 31, 2021

Debra Hinely, Director, Internal Business Services reviewed this item in the Board packet.

8.6 Monthly Board Financial Report

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

8.7 Suggested Future Agenda Item(s)

- Trustee Souza Cole - Remove two items on list.
- Trustee Souza Cole - Add student voter registration report as part of alternative education safety plans to May Board meeting.
- Trustee Souza Cole - Add written report on panic button used at schools to future Board meeting.
- Trustee Moreno - Add a report on why students decided not to come on campus. Present survey data.
- Trustee Moreno - Add a report on status in county on ethnic studies.

**7.0 ADJOURNMENT.** The meeting adjourned at 7:16 p.m.

**ROLL CALL VOTE:**

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

---

Garth Lewis, Superintendent

/ys

YOLO COUNTY OFFICE OF EDUCATION  
 TEMPORARY COUNTY CERTIFICATES  
 FOR DISTRICTS

March 2021

Davis Joint Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>

Esparto Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>

Washington Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Tyler Malone	Single Subject Credential

Winters Joint Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Alyssa Kelley	Multiple Subjects Credential
Emily Marquez	30-Day Substitute Permit
Johanna Lomas	30-Day Substitute Permit

Woodland Joint Unified School District

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Samantha Ingram	Short Term Staff Permit

Yolo County Office of Education

<b>Applicant Name</b>	<b>Type of Credential/Permit/Certificate</b>
Jessica Burrone	Administrative Services Credential

Total TCC's for the Month of March 2021: 6

**4. ACTION ITEMS**

---



**4. 1. RESOLUTION #20-21/31 Classified School Employees Week, May 16-22, 2021** 

---

**Description**

Approve the Resolution #20-21/31 Classified School Employees Week

**Recommendation**

Staff recommends approval of Resolution #20-21/31 Classified School Employees Week

**Supporting Documents**



Classified Employees Week

**Contact Person**

Superintendent Garth Lewis will present this item.



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

**Resolution #20/21-31  
Classified School Employee Week, May 16-22, 2021**

**WHEREAS**, Education Code Section 45460 designates the third full week in May as Classified School Employee week to recognize the outstanding contributions of the classified school employees; and

**WHEREAS**, classified school employees are instrumental to the success of the educational programs; and

**WHEREAS**, classified school employees are greatly responsible for maintaining the exceptional level of service that benefits the entire educational community; and

**WHEREAS**, classified school employees provide valuable instructional and support services to the schools and students in the Yolo County Office of Education schools; and

**WHEREAS**, the State of California has declared the third week of May as Classified School Employee Week since 1986 to recognize the important role classified professionals play in the education of students.

**NOW, THEREFORE BE IT RESOLVED**, that the Yolo County Board of Education and the Yolo County Superintendent of Schools hereby recognize and extend their sincere appreciation and commendation to the classified school employees and wish to honor their contribution to quality education and declare the week of May 16-22, 2021 as Classified School Employees Week

**PASSED AND ADOPTED** by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on April 13, 2021.

---

Matt Taylor, President  
Yolo County Board of Education

---

Garth Lewis, Superintendent  
Yolo County Office of Education

**4. 2. RESOLUTION #20-21/32 California Day of the Teacher, May 12, 2021** 

---

**Description**

Approve the Resolution #20-21/32 California Day of the Teacher, May 12, 2021

**Recommendation**

Staff recommends approval of Resolution #20-21/32 California Day of the Teacher, May 12, 2021

**Supporting Documents**



Cal Day of the Teacher

**Contact Person**

Superintendent Garth Lewis will present this item.



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

**Resolution #20-21/32  
California Day of the Teacher, May 12, 2021**

**WHEREAS**, our teachers, through their dedication to excellence and commitment to their students, provide to their community and nation a service of immeasurable value; and

**WHEREAS**, in addition to teaching academics, teachers provide guidance, support, and encouragement to their students; and

**WHEREAS**, teachers at the Yolo County Office of Education, in particular, educate and motivate students who have special needs that require unique skills, or students who have not succeeded in other educational settings; and

**WHEREAS**, teachers at the Yolo County Office of Education have made a crucial difference in the lives of students, and are true champions for children, schools and community; and

**WHEREAS**, the people of the State of California long ago recognized the immeasurable value of our teachers and have traditionally recognized the second Wednesday in May as Day of the Teacher, a special observance that honors teachers and the teaching profession; and

**WHEREAS**, Day of the Teacher should be a day for local education agencies, parents, guardians, caregivers, public officials, and the community to recognize the dedication and commitment of teachers who are educating our children; and

**WHEREAS**, the Yolo County Board of Education is extremely proud of the many exemplary teachers who serve the students in Yolo County Office of Education programs

**NOW, THEREFORE BE IT RESOLVED**, that the Yolo County Board of Education and the Yolo County Superintendent of Schools acknowledge the contributions of all dedicated teachers, and recognize May 12, 2021 as California Day of the Teacher; and, moreover, urge parents, students and the community to publicly show their appreciation for teachers and their contributions that improve our daily lives, our community and our future.

**PASSED AND ADOPTED** by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on April 13, 2021.

---

Matt Taylor, President  
Yolo County Board of Education

---

Garth Lewis, Superintendent  
Yolo County Office of Education

#### **4. 3. RESOLUTION #20-21/34 Asian American Month**

---

##### **Description**

Approve Resolution #20-21/34 Asian American Month (May 2021).

##### **Recommendation**

Staff recommends approval of Resolution #20-21/34 Asian American Month (May 2021).

##### **Supporting Documents**



Asian American Month

##### **Contact Person**

Superintendent Garth Lewis will present this item.



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

**Resolution #20-21/34  
Establishment of Asian Pacific American Heritage Month**

**WHEREAS**, The State of California is home to over 600,000 Asian and Pacific Islander students from kindergarten through grade twelve;

**WHEREAS**, The diversity of these groups include Bengali, Burmese, Cambodian, Chinese, Filipino, Hmong, Indonesian, Japanese, Korean, Lao, Malayan, Okinawan, Pakistani, Thai, Vietnamese, Samoan, Asian Indian, and others;

**WHEREAS**, We acknowledge the historical and cultural contributions of Asian Pacific Americans in the development of the State of California; and

**WHEREAS**, Many Asian Pacific Americans have experienced the injustices of exclusionary acts, denial of citizenship and land ownership, as well as internment in relocation camps; and

**WHEREAS**, We acknowledge these Americans for their contributions to government, industry and commerce, agriculture, science, literature, and the arts; and

**THEREFORE, BE IT RESOLVED** by the Yolo County Board of Education that May 2021 is designated as Asian Pacific American Heritage Month and that all educational sites be encouraged to recognize the contributions of Asian Pacific Americans through curriculum and activities at the school.

**PASSED AND ADOPTED** by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on April 13, 2021.

---

Matt Taylor, President  
Yolo County Board of Education

---

Garth Lewis, Superintendent  
Yolo County Office of Education

**4. 4. RESOLUTION #20-21/35 Teen Pregnancy Month (May 2021)** 

---

**Description**

Approve Resolution #20-21/35 Teen Pregnancy Month (May 2021).

**Recommendation**

Staff recommends approval of Resolution #20-21/35 Teen Pregnancy Month (May 2021).

**Supporting Documents**



Teen Pregnancy Month.docx

**Contact Person**

Superintendent Garth Lewis will present this item.



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

**Resolution #20-21/35**

**Teen Pregnancy Prevention Month – May 2021**

**WHEREAS**, despite progress, the United States has one of the highest teen pregnancy rates among comparable countries; and

**WHEREAS**, teen childbearing costs U.S. taxpayers billions of dollars each year due to lost tax revenue, increased public assistance payments, and greater expenditures for public health care, foster care, and criminal justice services; and

**WHEREAS**, the personal, social, and economic consequences of teenage pregnancy affect all Californians, and teenage pregnancy negatively affects the health, economic, and educational future of teenagers; and

**WHEREAS**, the California Personal Responsibility Education Program (CA PREP) provides comprehensive sexual health education to adolescents via effective, evidence-based program models. Program services are engaging, nonjudgmental, medically accurate and tailored to the unique needs of youth participants and their communities. Services are offered in a range of settings, including schools, juvenile justice facilities, homeless shelters and foster care group homes; and

**WHEREAS**, adolescents who are enrolled in school and engaged in learning (including participating in after-school activities, having positive attitudes toward school, and performing well educationally) are less likely than are other adolescents to have or to father a baby.

**NOW, THEREFORE, BE IT RESOLVED**, that the Yolo County Board of Education declare May 2021 as "Teen Pregnancy Prevention Month."

**PASSED AND ADOPTED** by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on April 13, 2021.

---

Matt Taylor, President  
Yolo County Board of Education

---

Garth Lewis, Superintendent  
Yolo County Office of Education



**4. 5. RESOLUTION #20-21/36 Mental Health Awareness Month (May 2021)** 

---

**Description**

Approve Resolution #20-21/36 Mental Health Awareness Month (May 2021).

**Recommendation**

Staff recommends approval of Resolution #20-21/36 Mental Health Awareness Month (May 2021).

**Supporting Documents**



Mental Health Awareness.docx

**Contact Person**

Superintendent Garth Lewis will present this item.



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

**Resolution #20-21/36  
Mental Health Awareness Month - May 2021**

**WHEREAS**, mental health is essential to everyone's overall health and well-being; and

**WHEREAS**, early intervention efforts could greatly reduce the number of people experiencing serious mental health conditions; and

**WHEREAS**, there is strong research that humor, recreation, social connections, and work-life balance can help all Americans protect their health and well-being; and

**WHEREAS**, there is a need to improve public awareness of mental illness and to strengthen local and national awareness of brain diseases, so that all those with mental illness may receive adequate and appropriate treatment that will result in their becoming fully functioning members of society; and

**WHEREAS**, each school district, elected official, government agency, business, healthcare provider, organization, and citizen shares the burden of mental health problems, and has a responsibility to promote mental wellness and support prevention efforts; and

**WHEREAS**, since 1949, May has officially been recognized as Mental Health Month.

**NOW THEREFORE, BE IT RESOLVED**, that the Yolo County Board of Education hereby declare the month of May 2021 as Mental Health Awareness Month.

**PASSED AND ADOPTED** by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on April 13, 2021.

---

Matt Taylor, President  
Yolo County Board of Education

---

Garth Lewis, Superintendent  
Yolo County Office of Education

#### 4. 6. Create a subcommittee for Climate Change

---

##### **Description**

Information and Discussion Item to create a subcommittee for climate change to approve Resolutions.

##### **Recommendation**


Staff recommends creating a subcommittee for climate change to approve Resolutions.

##### **Contact Person**

Superintendent Garth Lewis will present this item.

**5. INFORMATION ITEMS**

---

**5. 1. Initial Proposals to the Yolo County Superintendent of Schools from the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Certificated & Classified Units.** 

---

**Description**

Collective bargaining law requires that initial proposals for negotiations be sunshined at a public Board meeting by the Superintendent. The initial proposal from Yolo Education Association, for 2021-22 reopens was presented to the Superintendent (see attached).

The Superintendent is using the Board meeting as a forum to publicly present the proposal. The Superintendent will order that the proposal be posted and set for public hearing at the May 11, 2021 Regular Board Meeting.

**Recommendation**

It is recommended that the Superintendent receive the Yolo Education Association collective bargaining proposal for 2021-22 and order that it be posted and set for public hearing at the May 11, 2021 Regular Board Meeting.

**Supporting Documents**



scan\_valenzuela\_2021-04-02-17-15-49

**Contact Person**

Superintendent Garth Lewis will present this item.

**AFSCME PROPOSAL TO YCOE CLASSIFIED CHAPTER  
RE 2021-2022 NEGOTIATIONS**

**March 30, 2021**



As this is an open contract, we are noticing you that there may be additional articles.

- **9.5 Pay Increases including essential worker pay**
- **9.17 Credit for Advanced Degree**
- **Longevity**
- **11.2 Paid Benefits**
- **12.1 Holidays- new language**
- **13.3 Accumulation**

**AFSCME PROPOSAL TO YCOE CERTIFICATED CHAPTER**

**RE 2021-2022 NEGOTIATIONS**

**March 30, 2021,**



As this is an open contract, we are noticing you there may be additional articles.

- **9.5 Pay Increases including essential worker pay**
- **9.17 Credit for Advanced Degree**
- **Longevity**
- **11.2 Paid Benefits**
- **12.1 Holidays**
- **13.3 Accumulation**
- **Professional growth- new article and language**

## 5. 2. Alternative Education Monthly Attendance Report

---

### Description

Presented for the board's consideration is the monthly attendance report. Staff will be present to answer questions.

### Recommendation

Information only. No recommendation at this time.

### Supporting Documents



Data for Board March 2021.pdf

### Contact Person

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



# ATTENDANCE REPORTS

Dan Jacobs

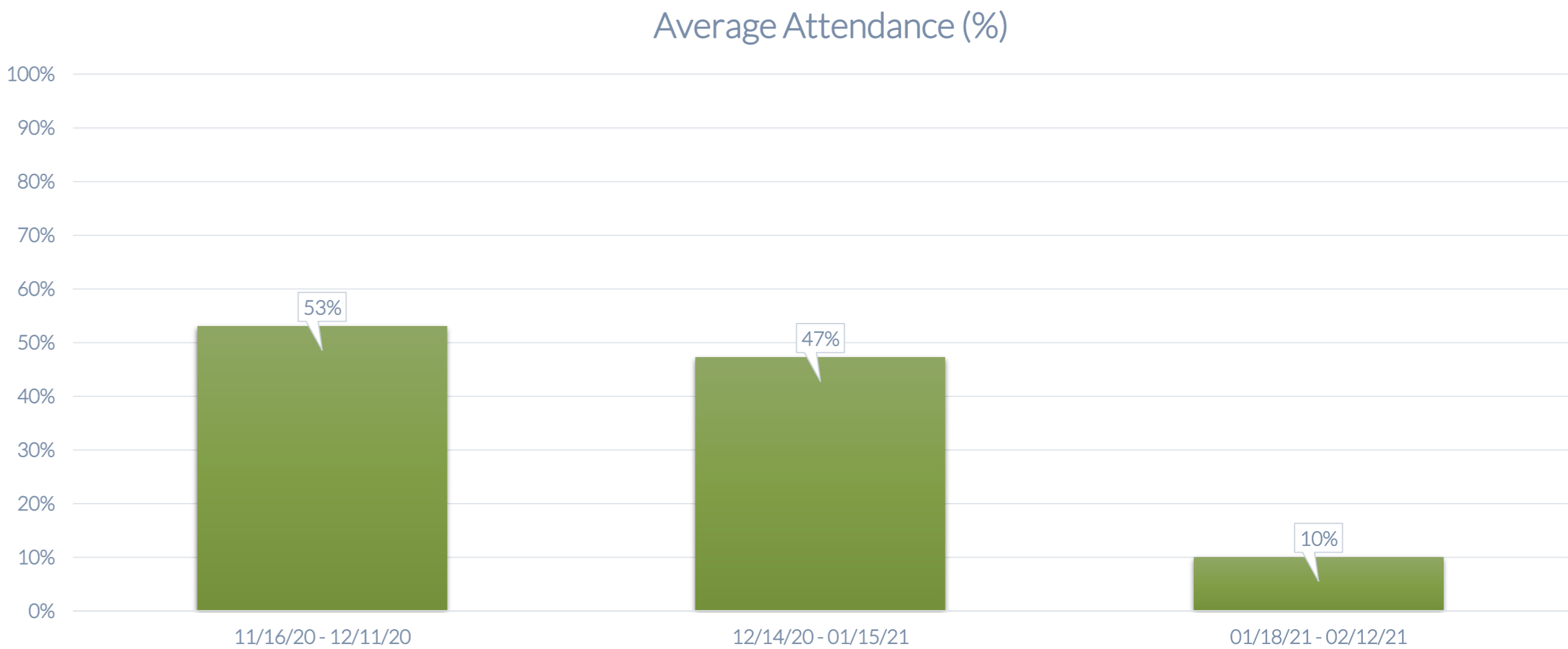
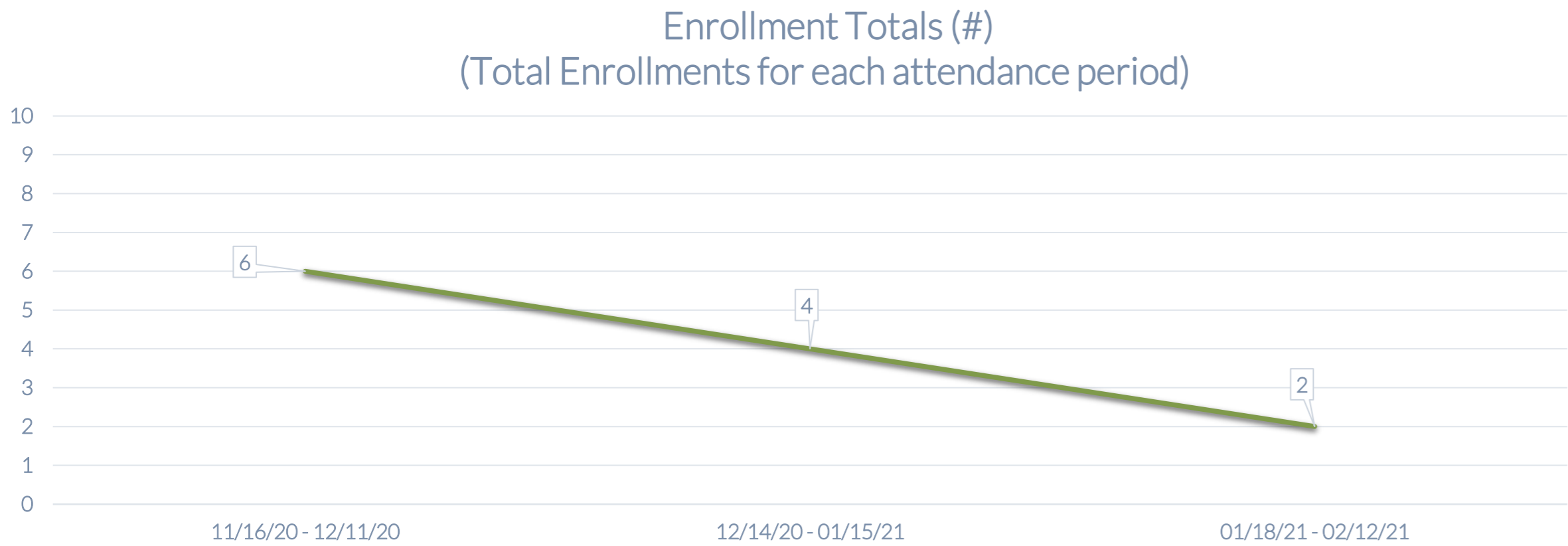
Cesar Chavez Community School - Woodland  
Yolo County Career Program (YCCP)



# Dan Jacobs School

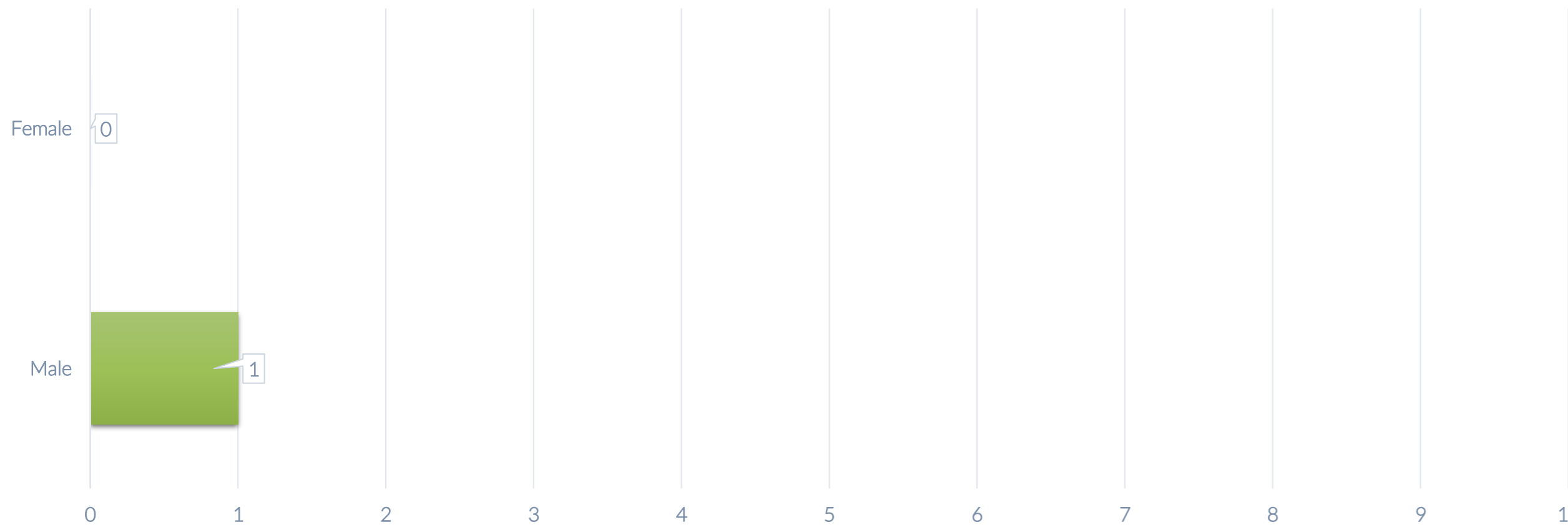
## Months 6-8 (2020-2021)

Attendance Period: 11/16/2020 - 02/12/2021



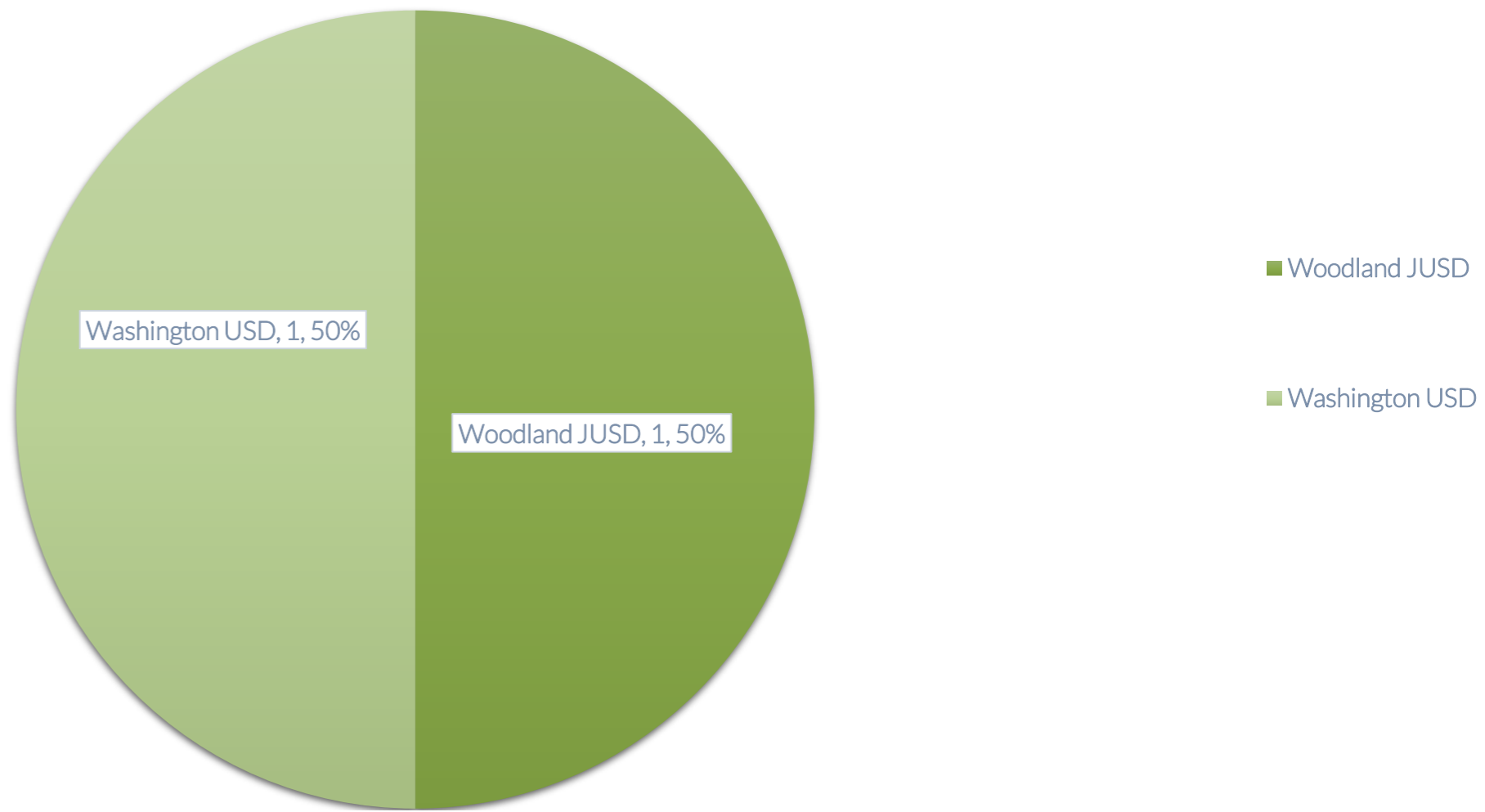
### Gender

Attendance Period: 1/18/2021 - 02/12/2021  
 (Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period).



### School District of Residence

(Data is based on ending enrollment for the attendance month)

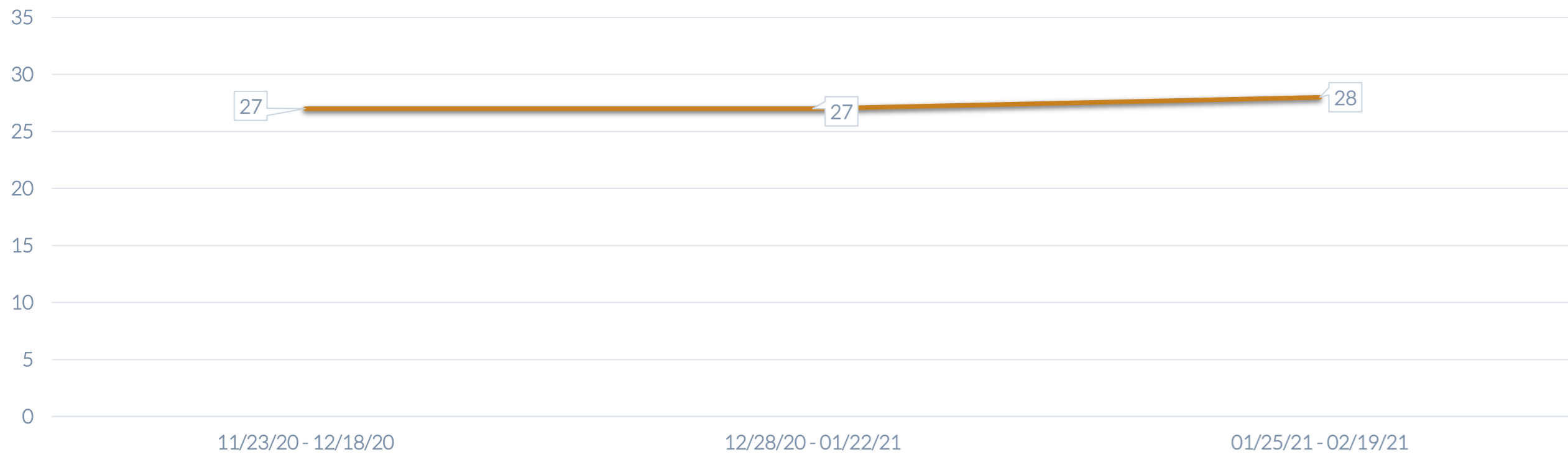


# Cesar Chavez Community School - Woodland

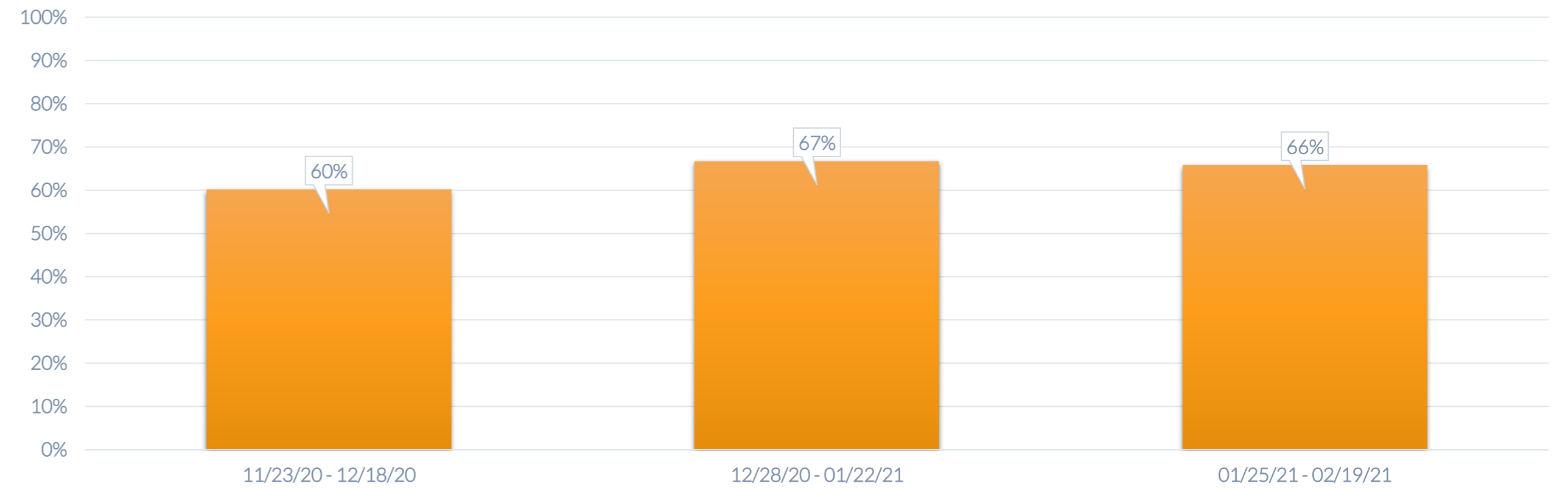
Month 4-6 (2020-2021)

Attendance Period: 11/23/2020 - 02/19/2021

Enrollment Totals (#)  
(Total Enrollments for each attendance period)

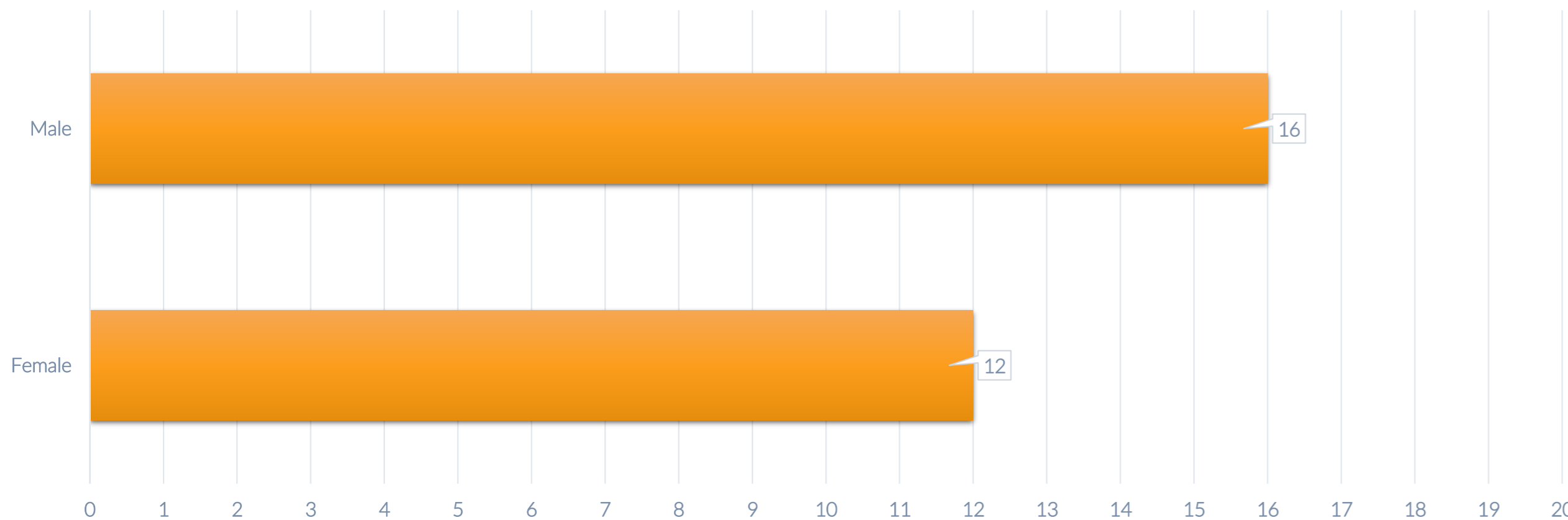


Average Attendance (%)

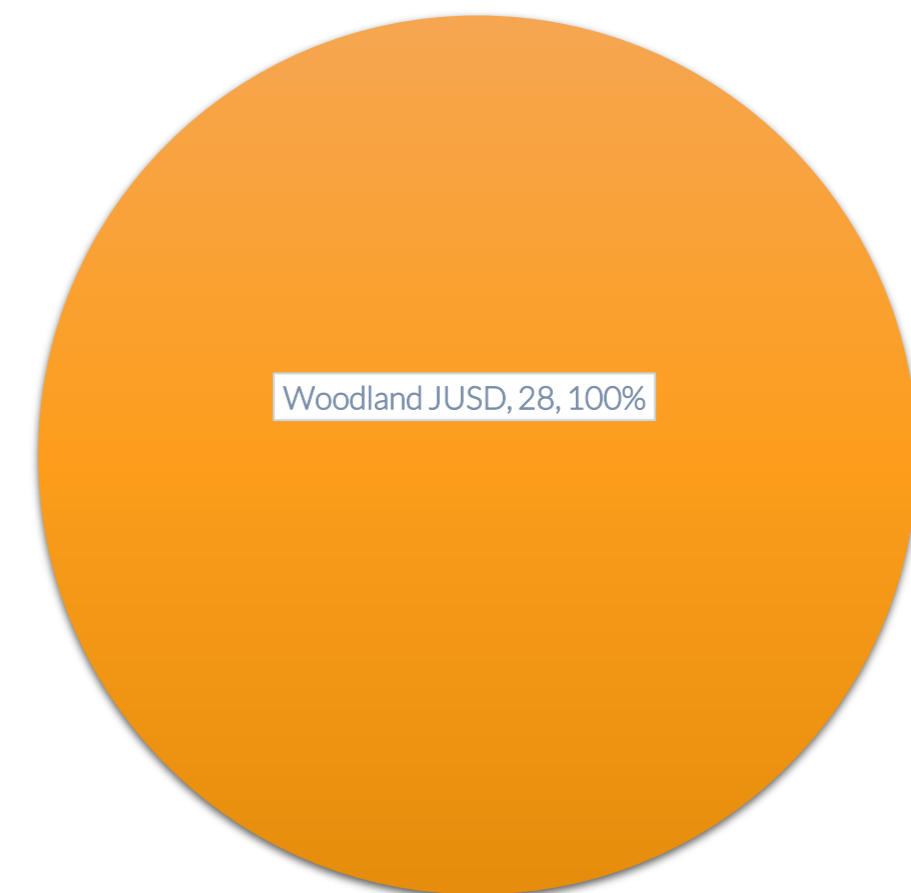


Gender  
Attendance Period: 01/25/21 - 02/19/21

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence  
(Data is based on ending enrollment for the attendance month)



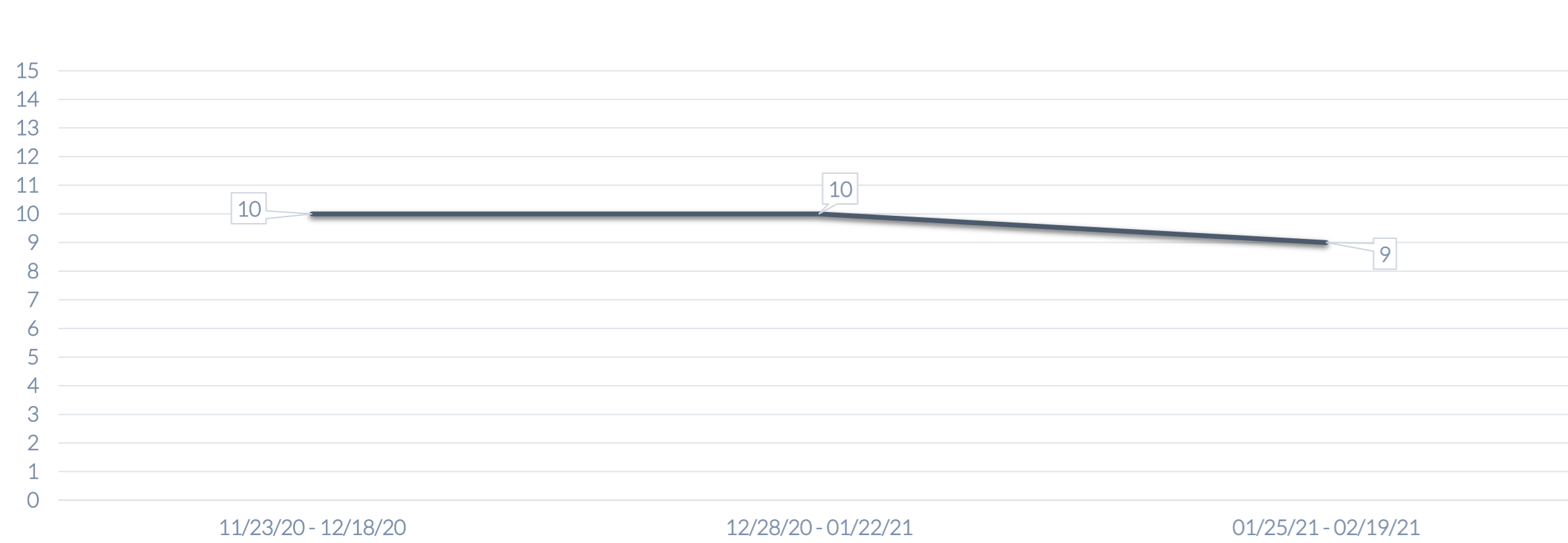
# YCCP ( Yolo County Career Program)

Month 4-6 (2020-2021)

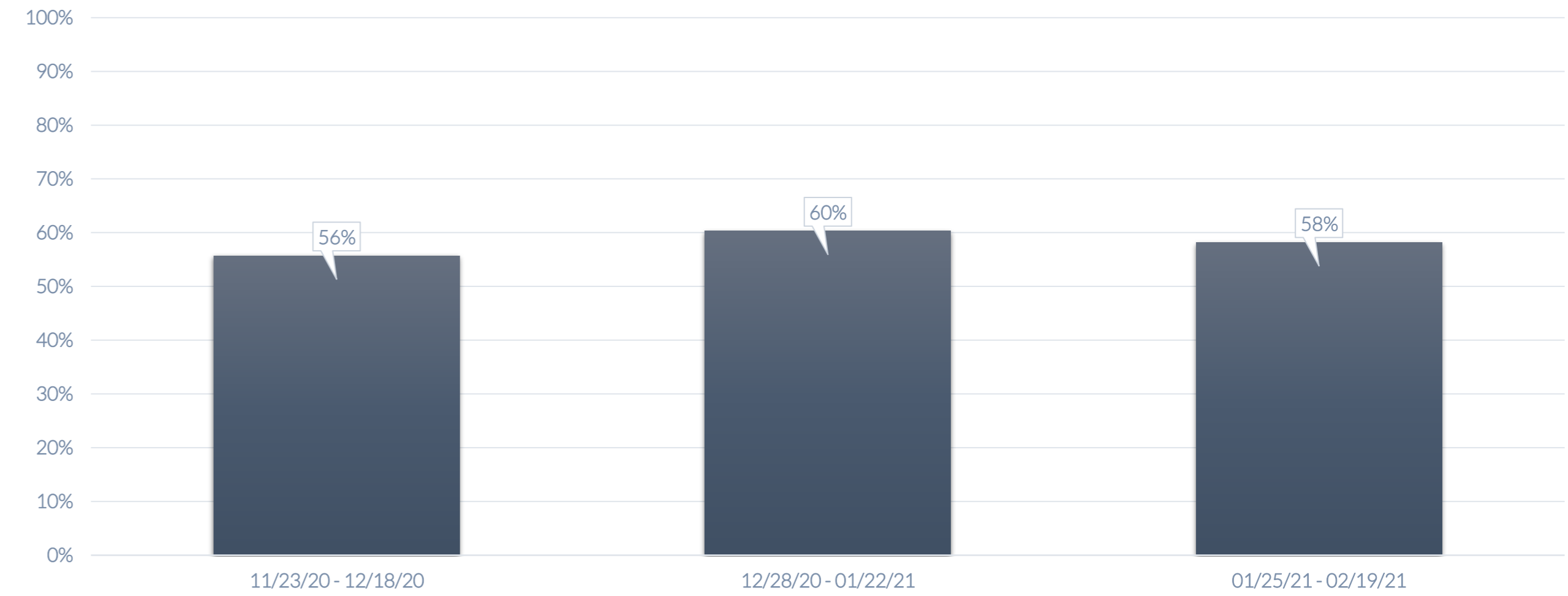
Attendance Period: 11/23/2020 - 02/19/2021

### Enrollment Totals (#)

(Total Enrollments for each attendance period)



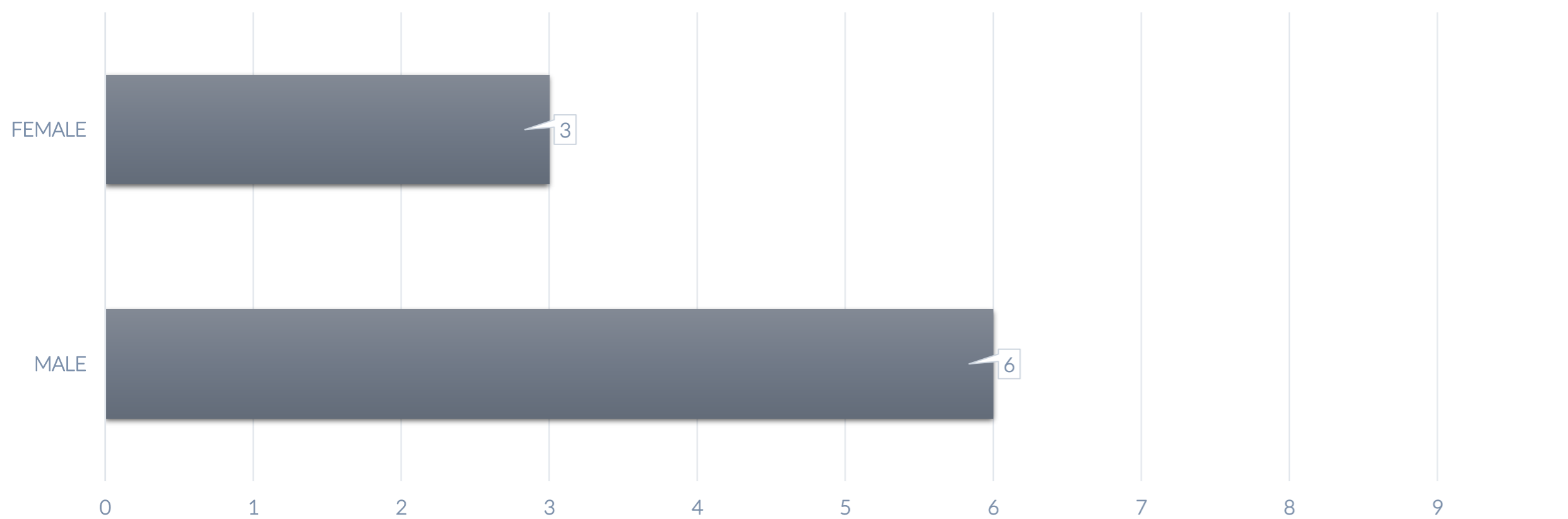
### Average Attendance (%)



### Gender

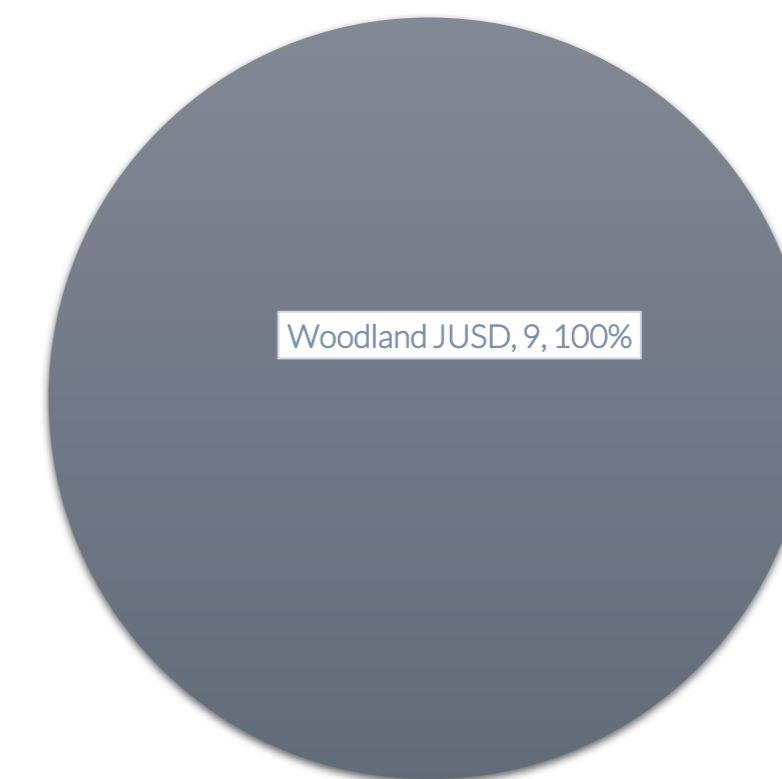
Attendance Period: 01/25/21 - 02/19/21

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



### School District of Residence

(Data is based on ending enrollment for the attendance month)



# THANK YOU



## 5. 3. Monthly Attendance Report

---

### Description

This item presents information for the board including:

- Alternative Education Monthly Attendance Report
- Alternative Education Contacts Report
- Distance Learning, Hybrid, and In-Person numbers for all programs

### Recommendation

Information only.

### Supporting Documents



Data for Board April 2021



Data for Board April 2021.pptx

### Contact Person

Dr. Micah Studer, Interim Associate Superintendent of Educational Services, will present this item.

# MONTHLY ATTENDANCE REPORTS

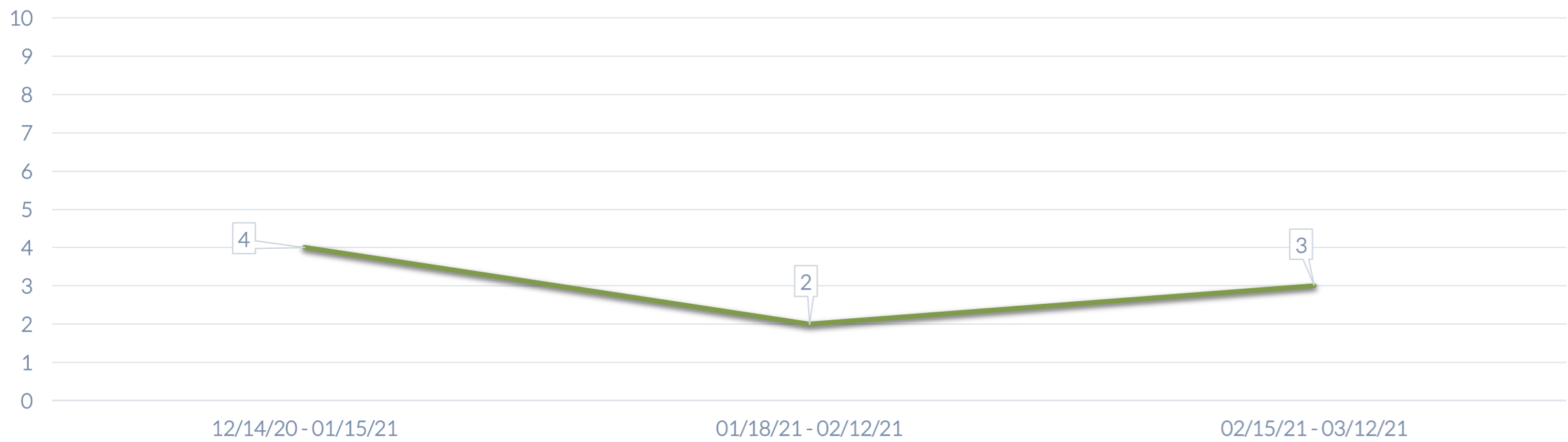


# Dan Jacobs School

## Months 7-9 (2020-2021)

Attendance Period: 12/14/2020 - 03/12/2021

Enrollment Totals (#)  
(Total Enrollments for each attendance period)



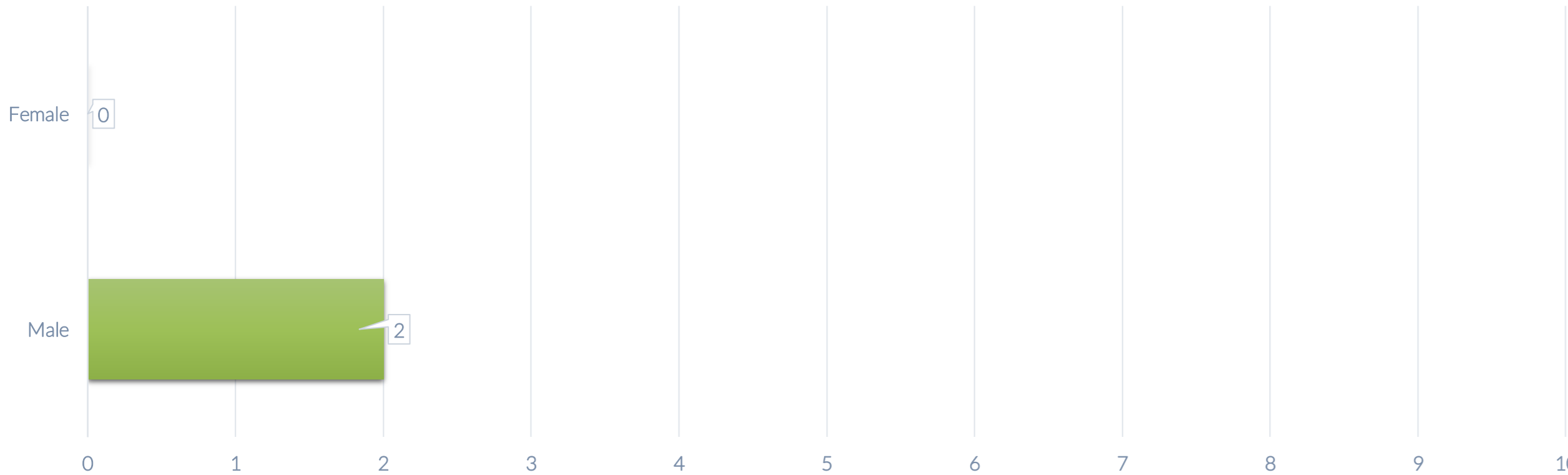
Average Attendance (%)



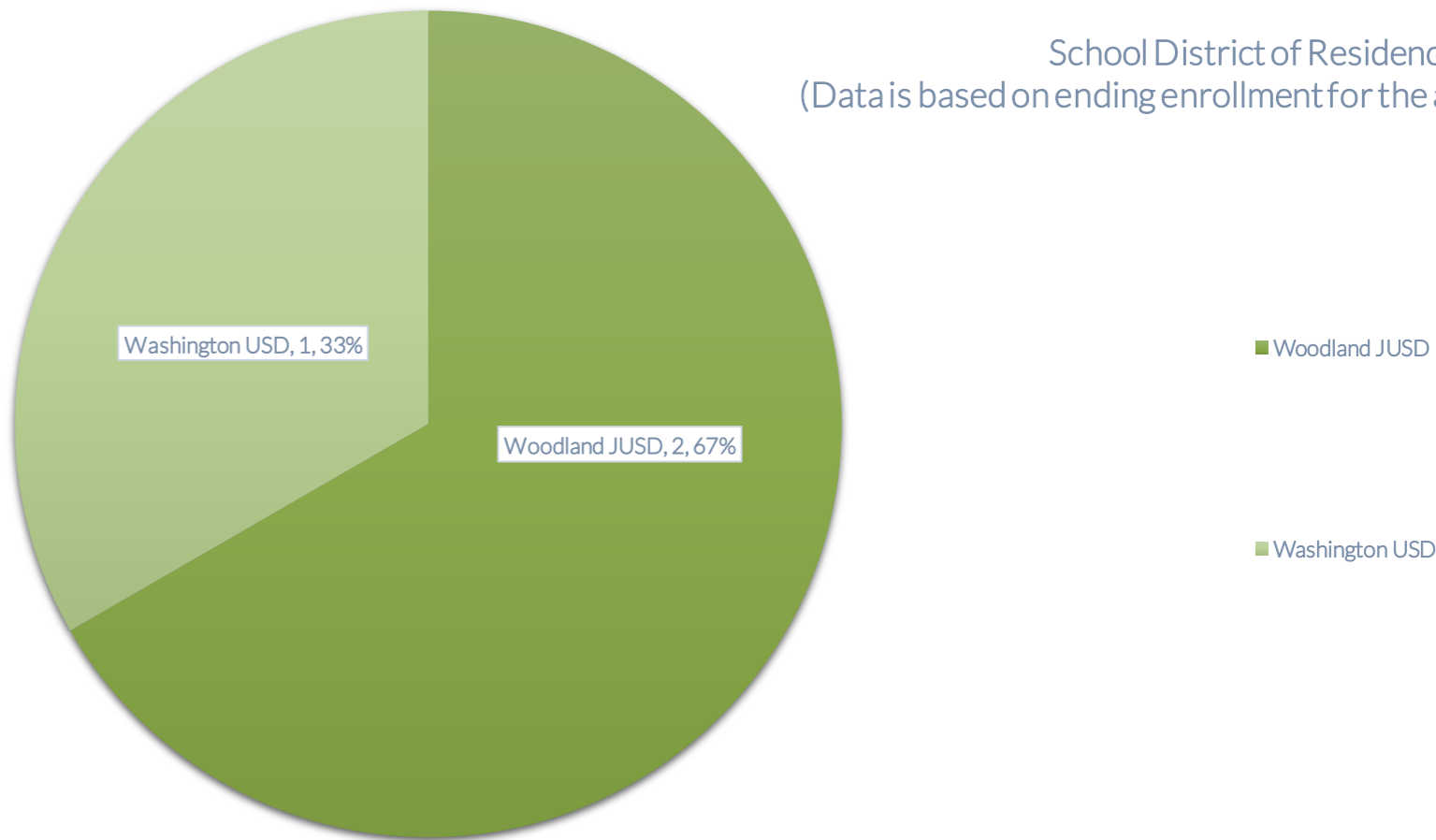
Gender

Attendance Period: 02/15/2021 - 03/12/2021

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period).



School District of Residence  
(Data is based on ending enrollment for the attendance month)



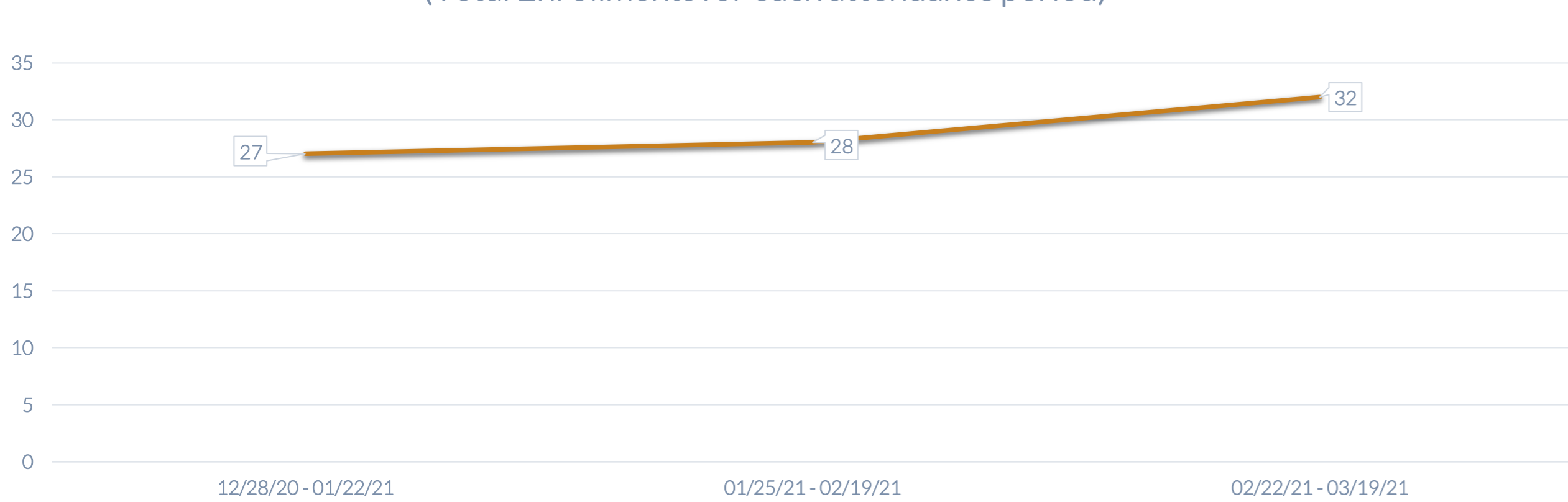


# Cesar Chavez Community School - Woodland

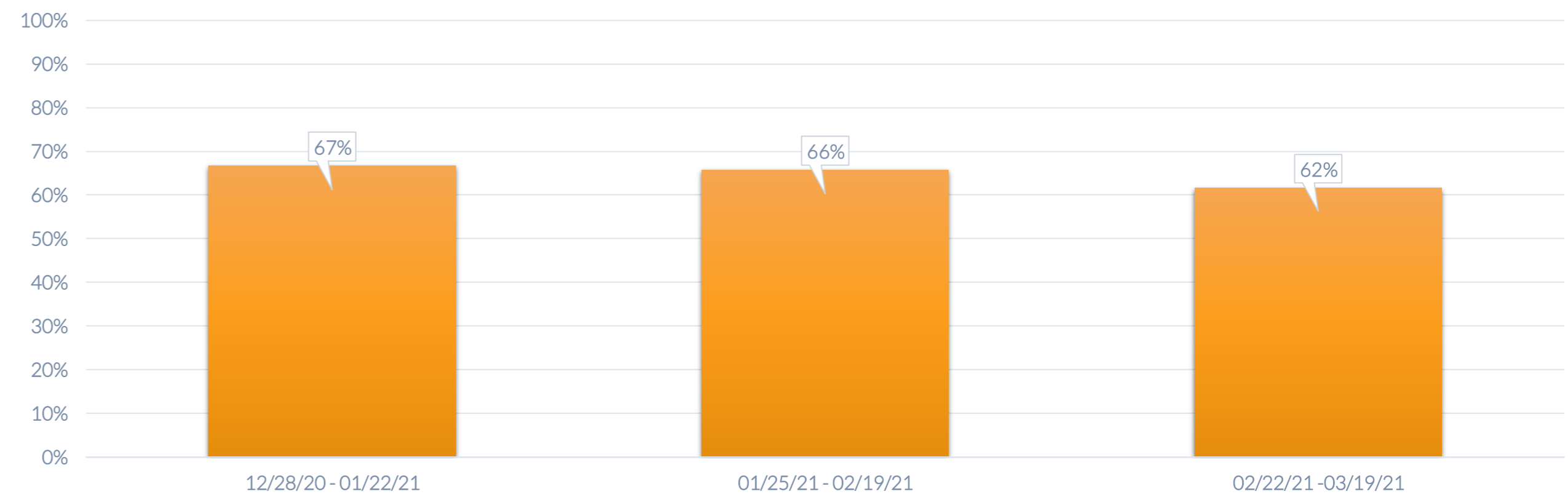
Month 5-7 (2020-2021)

Attendance Period: 12/28/2020 - 03/19/2021

Enrollment Totals (#)  
(Total Enrollments for each attendance period)

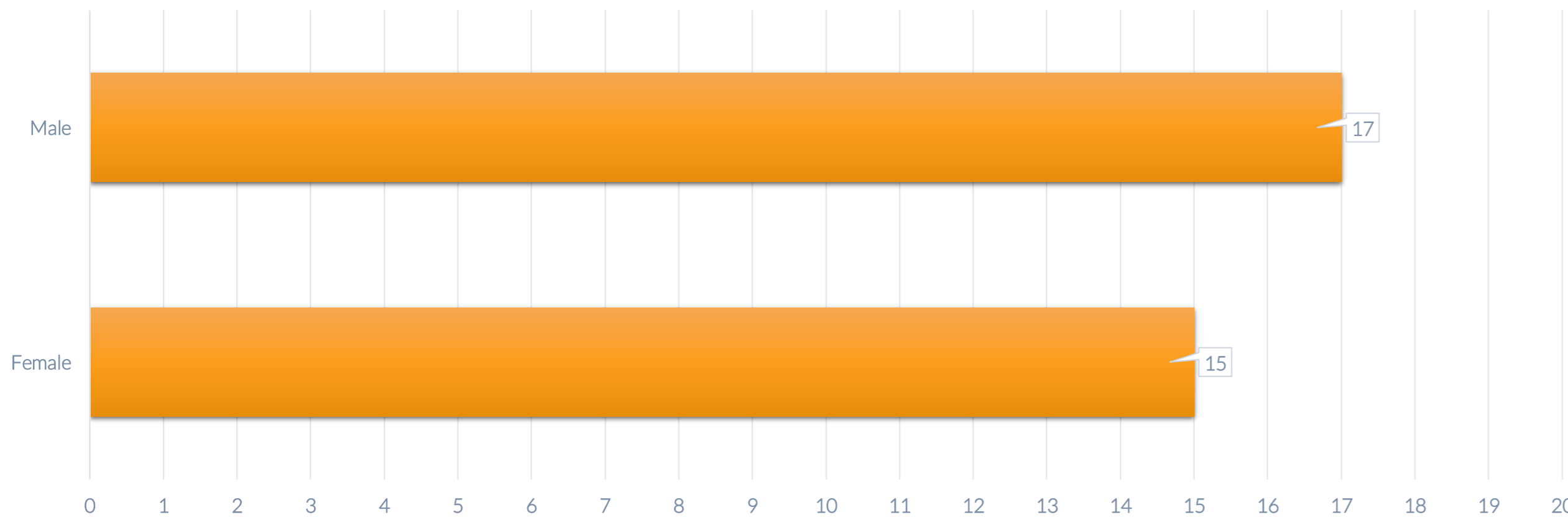


Average Attendance (%)

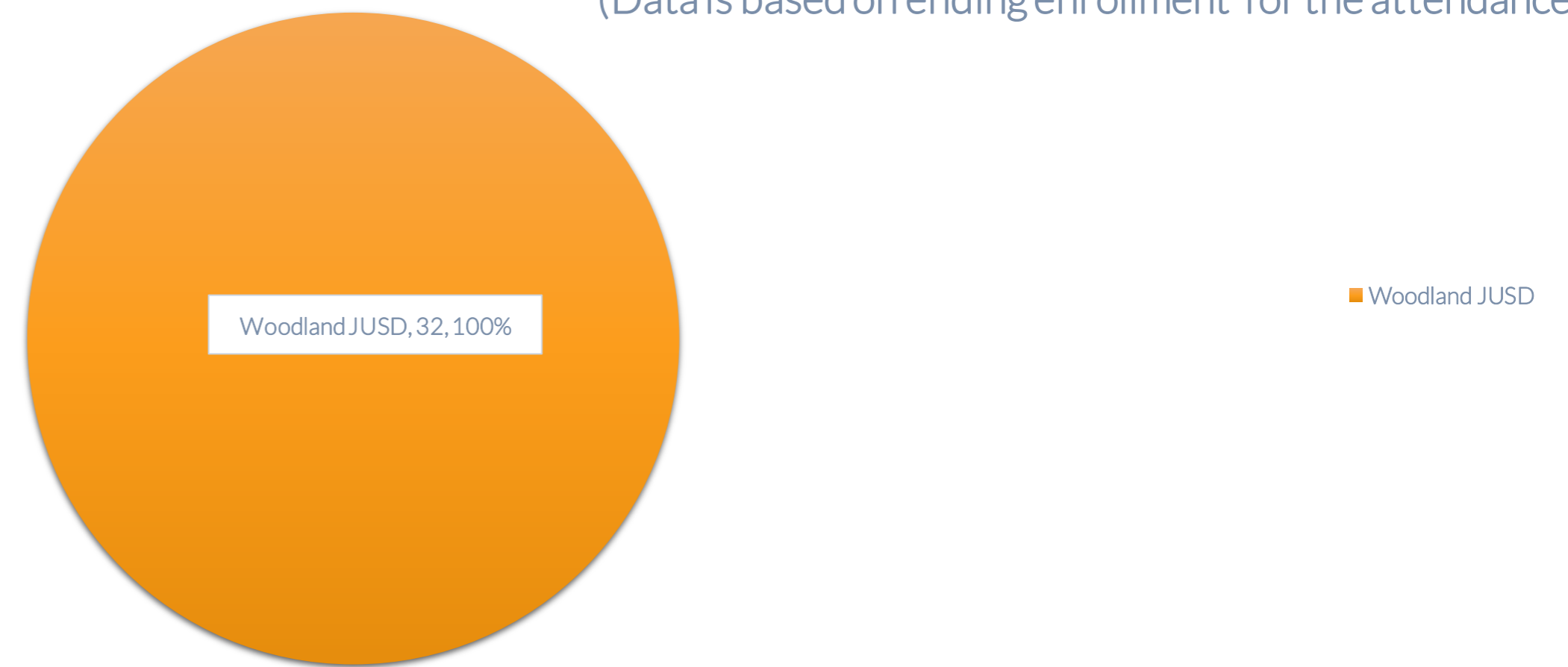


Gender  
Attendance Period: 02/22/21 - 03/19/21

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence  
(Data is based on ending enrollment for the attendance month)

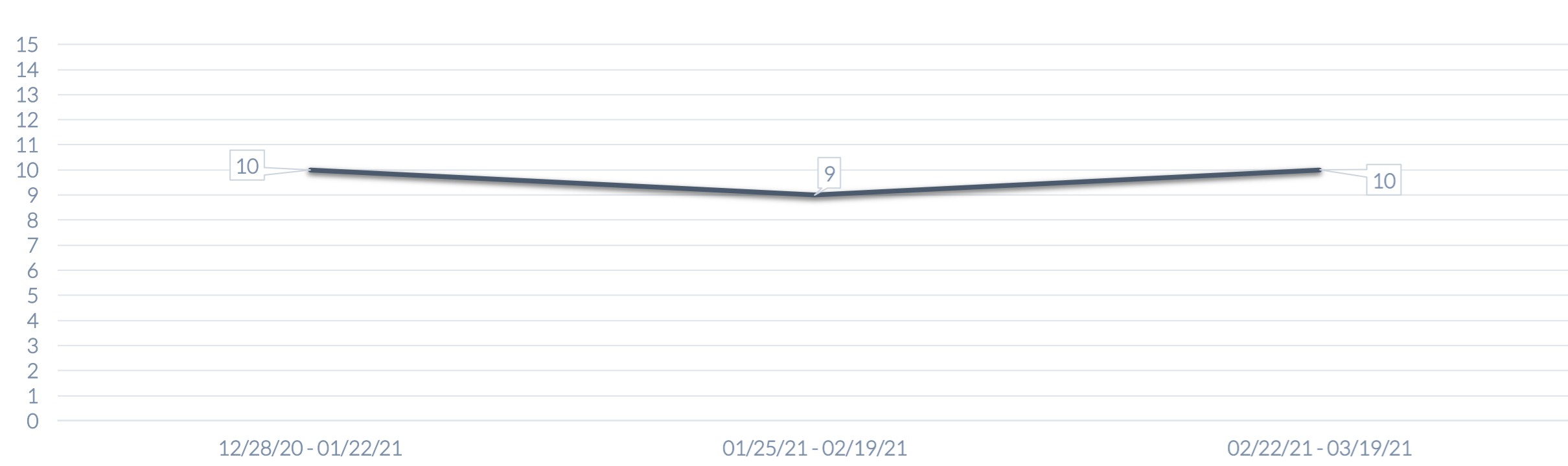


# YCCP ( Yolo County Career Program)

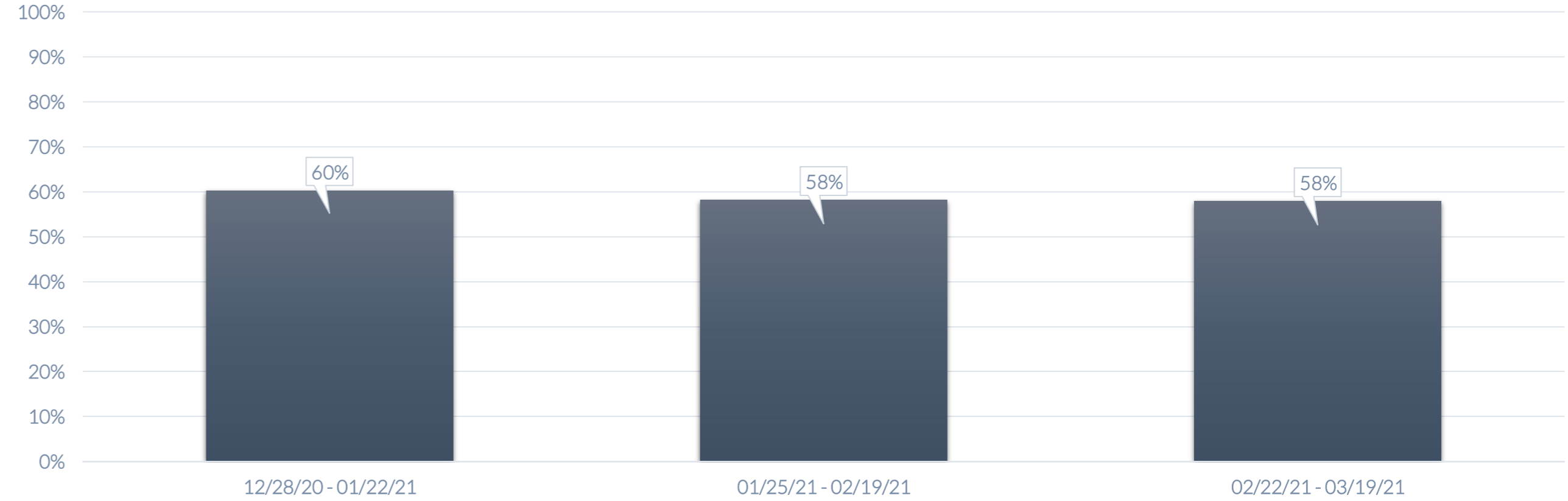
Month 5-7 (2020-2021)

Attendance Period: 12/28/2020 - 03/19/2021

Enrollment Totals (#)  
(Total Enrollments for each attendance period)



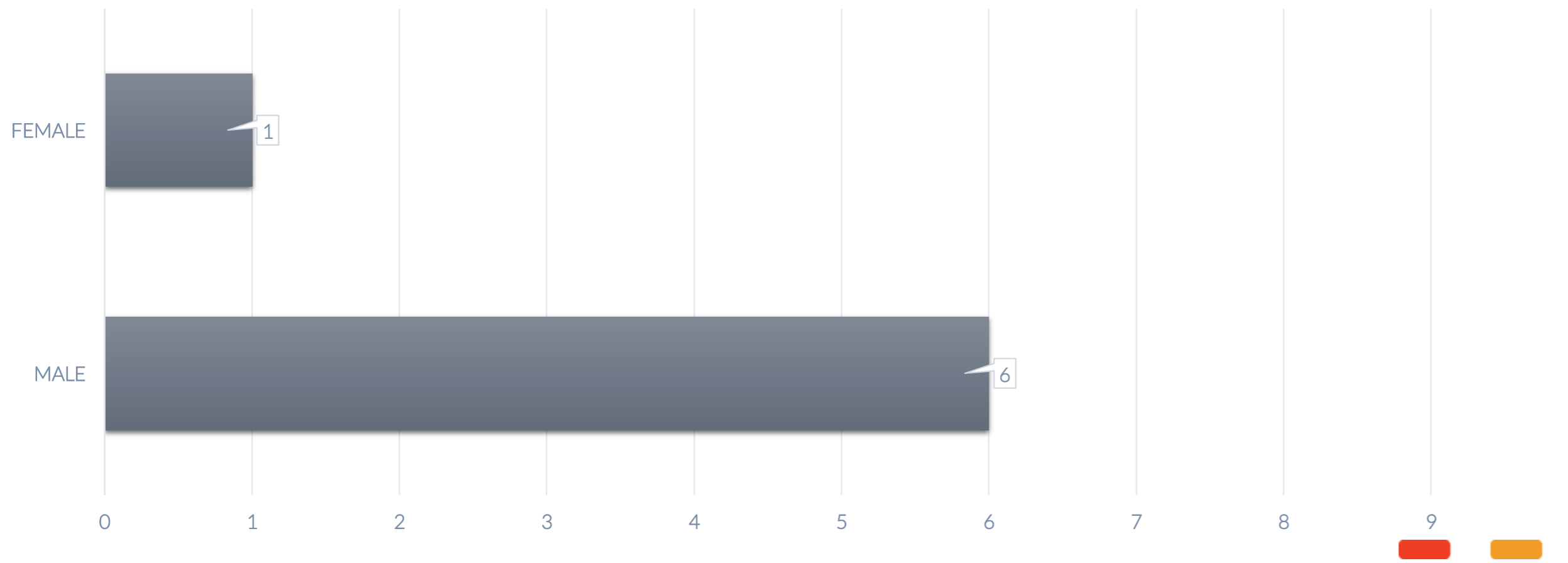
Average Attendance (%)



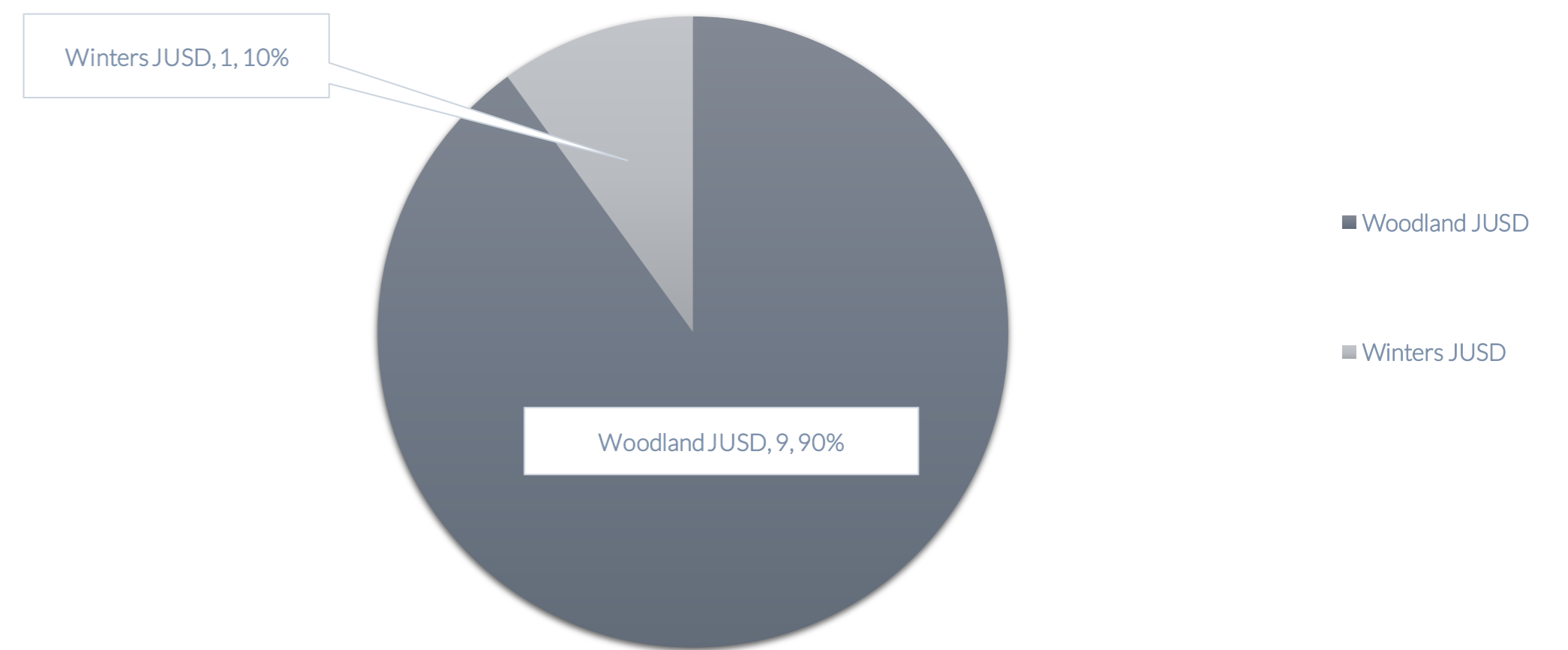
Gender

Attendance Period: 02/22/21 - 03/19/21

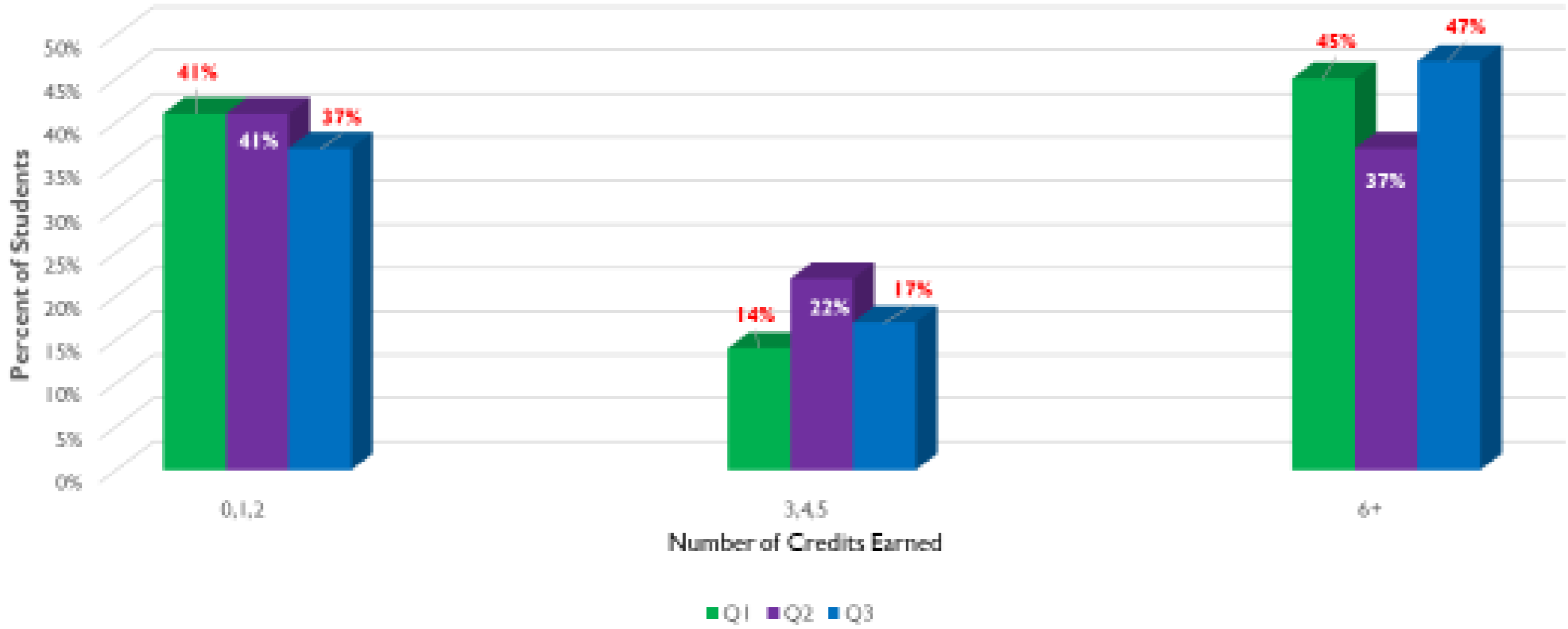
(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence  
(Data is based on ending enrollment for the attendance month)



### Woodland Chavez Credit Comparison Q 1 vs Q2 vs Q3

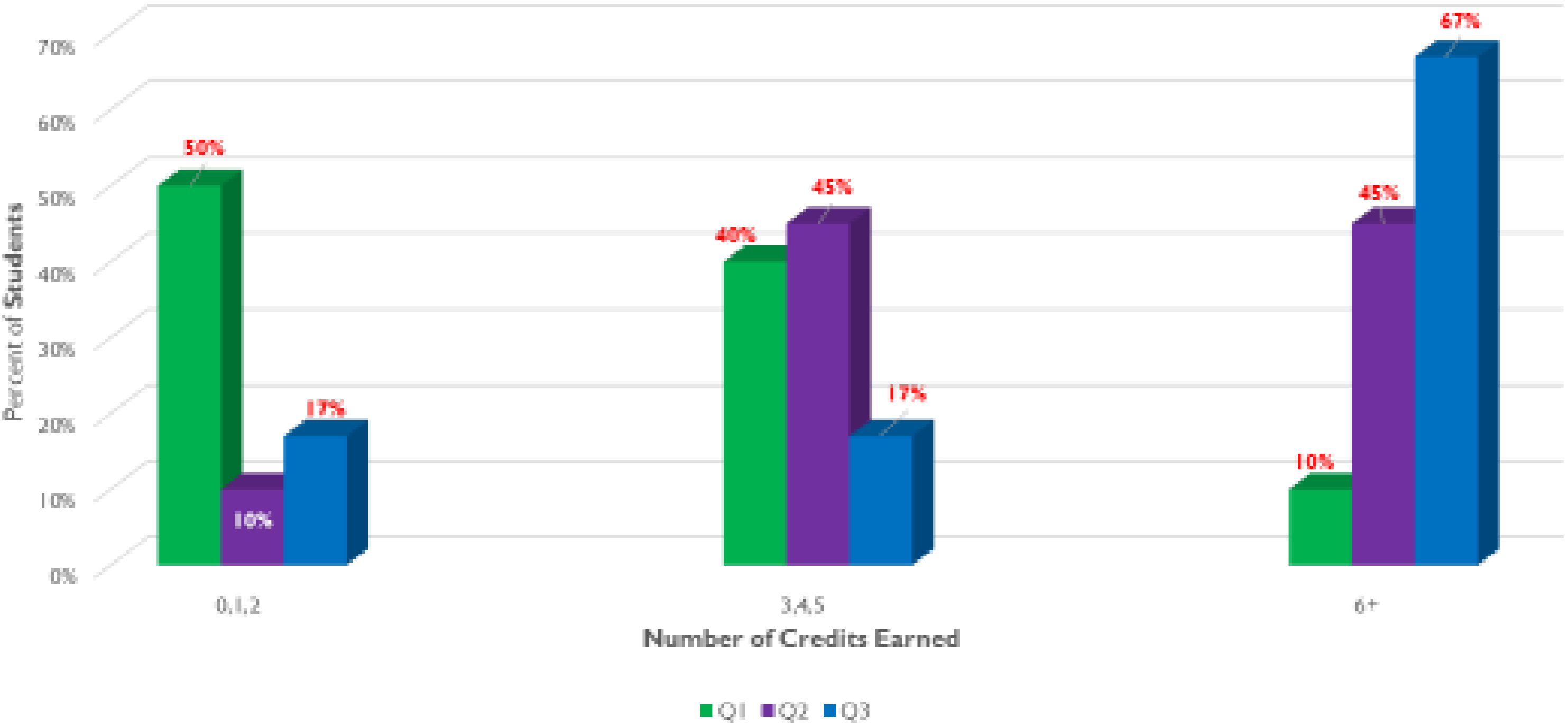


Q1:	N=29
Q2:	N=27
Q3:	N=30

# WOODLAND CHAVEZ CREDITS EARNED COMPARISON



### YCCP Credit Comparison Q1 vs Q2 vs Q3



Q1:	N = 10
Q2:	N = 11
Q3:	N = 6

# YCCP CREDITS EARNED COMPARISON



# SUMMARY

Q1 = AUG 31 – OCT 16  
Q2 = OCT 19 – DEC 18  
Q3 = JAN 4 – MARCH 19

**COMMUNICATION:** Q1 = 753 contacts (Telephone, text and/or email)  
Possible reasons for the call: Q2 = 766 contacts (Telephone, text and/or email)  
Q3 = 762 contacts (Telephone, text and/or email)

- \* Failing to log into class
- \* Declining to participate
- \* Left class early (without a reason)
- \* Concerns shared in class

**HOME (Porch) VISITS:** Q1 = 142 visits  
Q2 = 145 visits  
Q3 = 110 visits

- Possible reasons for a visit:
- \* Empower Yolo resources
  - \* Housing resources
  - \* Law enforcement support
  - \* Foster Youth/Homeless support
  - \* Transportation resources
  - \* Mental health referral

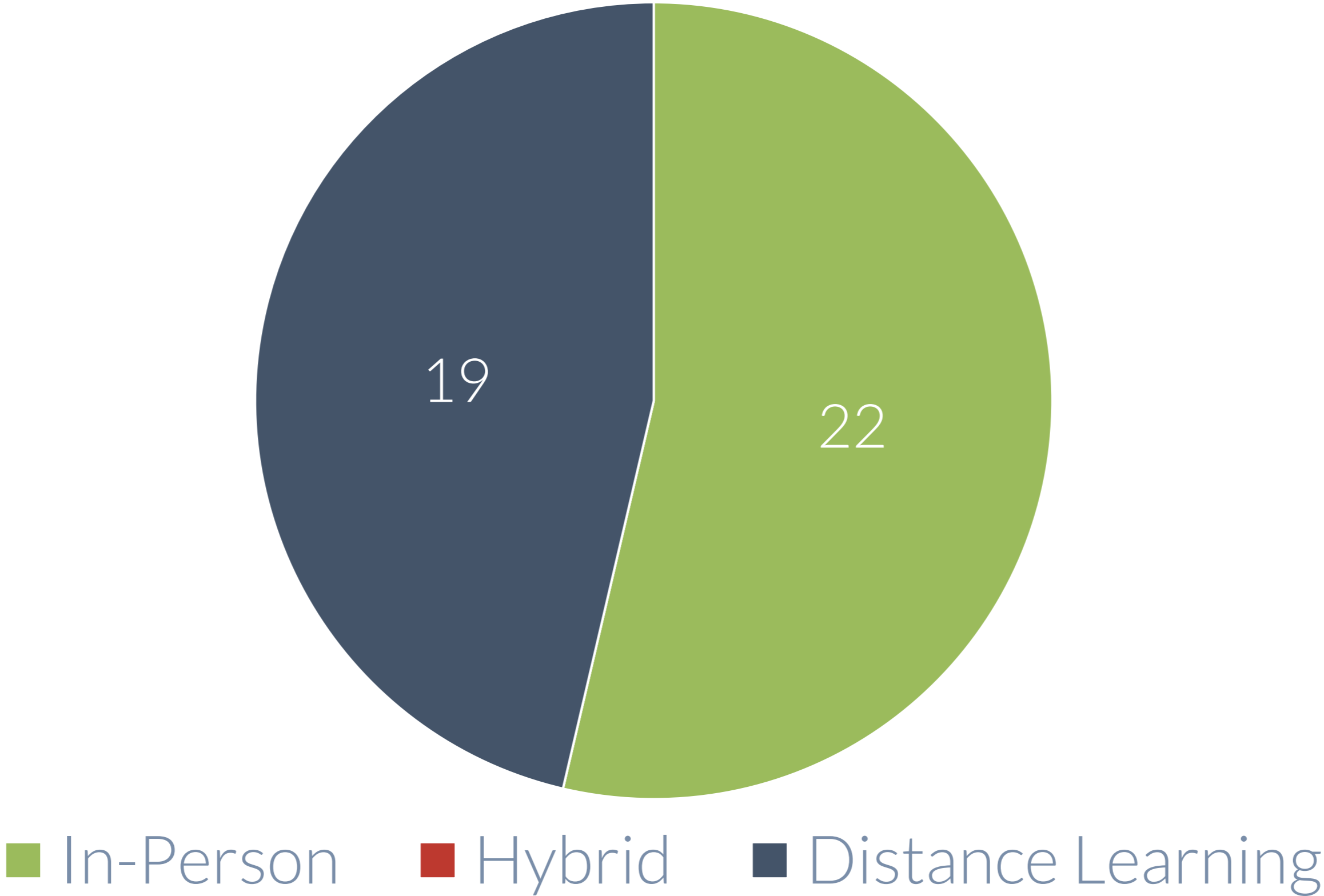
**ACCESS REFERRAL FORM:** Q1 = 63 referrals  
Q2 = 40 referrals  
Q3 = 43 referrals

- Possible reasons for a referral:
- Number of days absent
  - Seeking resources for:
    - housing
    - food
    - counseling
    - transportation
  - foster youth/homeless
  - law enforcement/probation collaboration



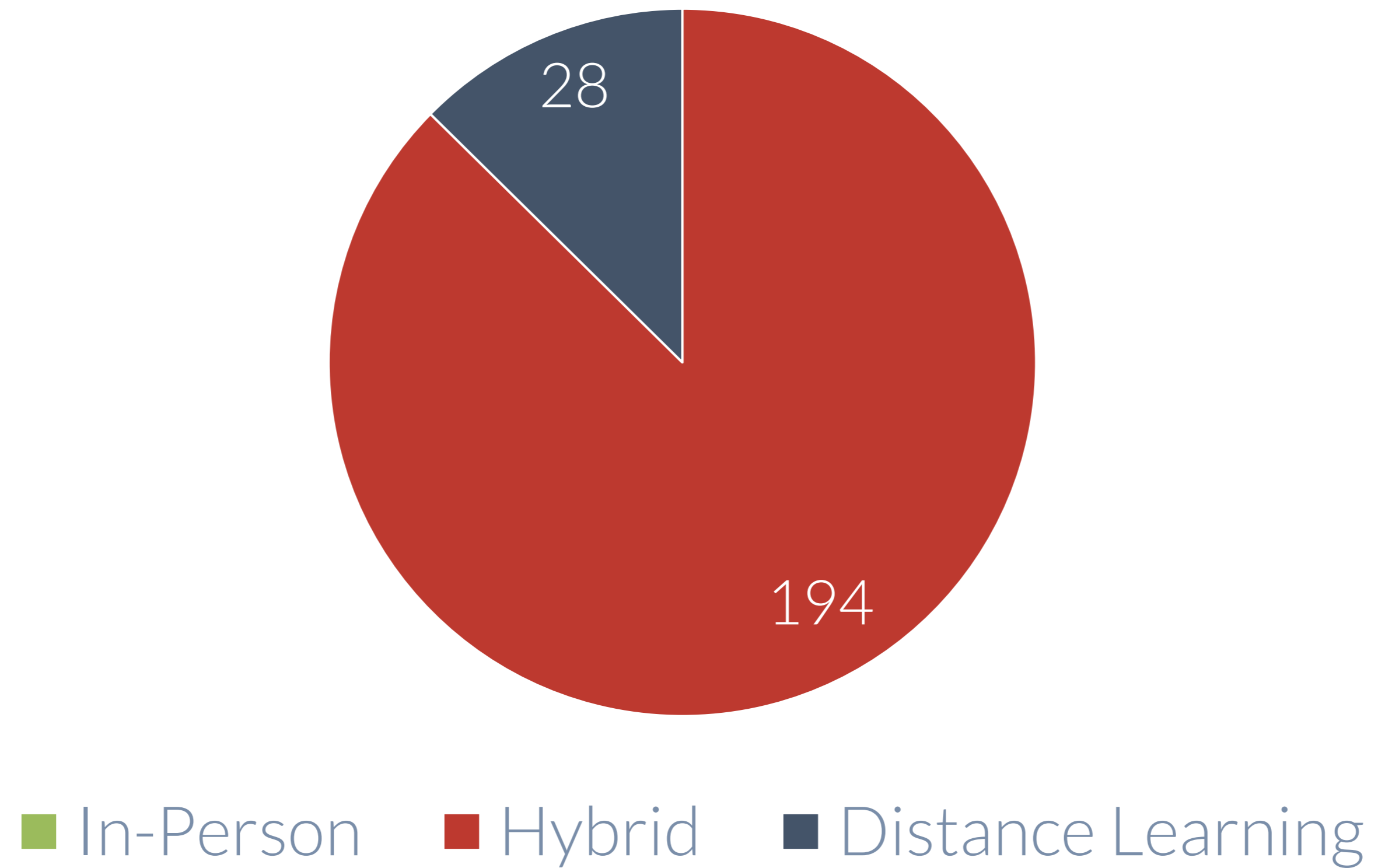
# Distance Learning vs. Hybrid

Alternative Education



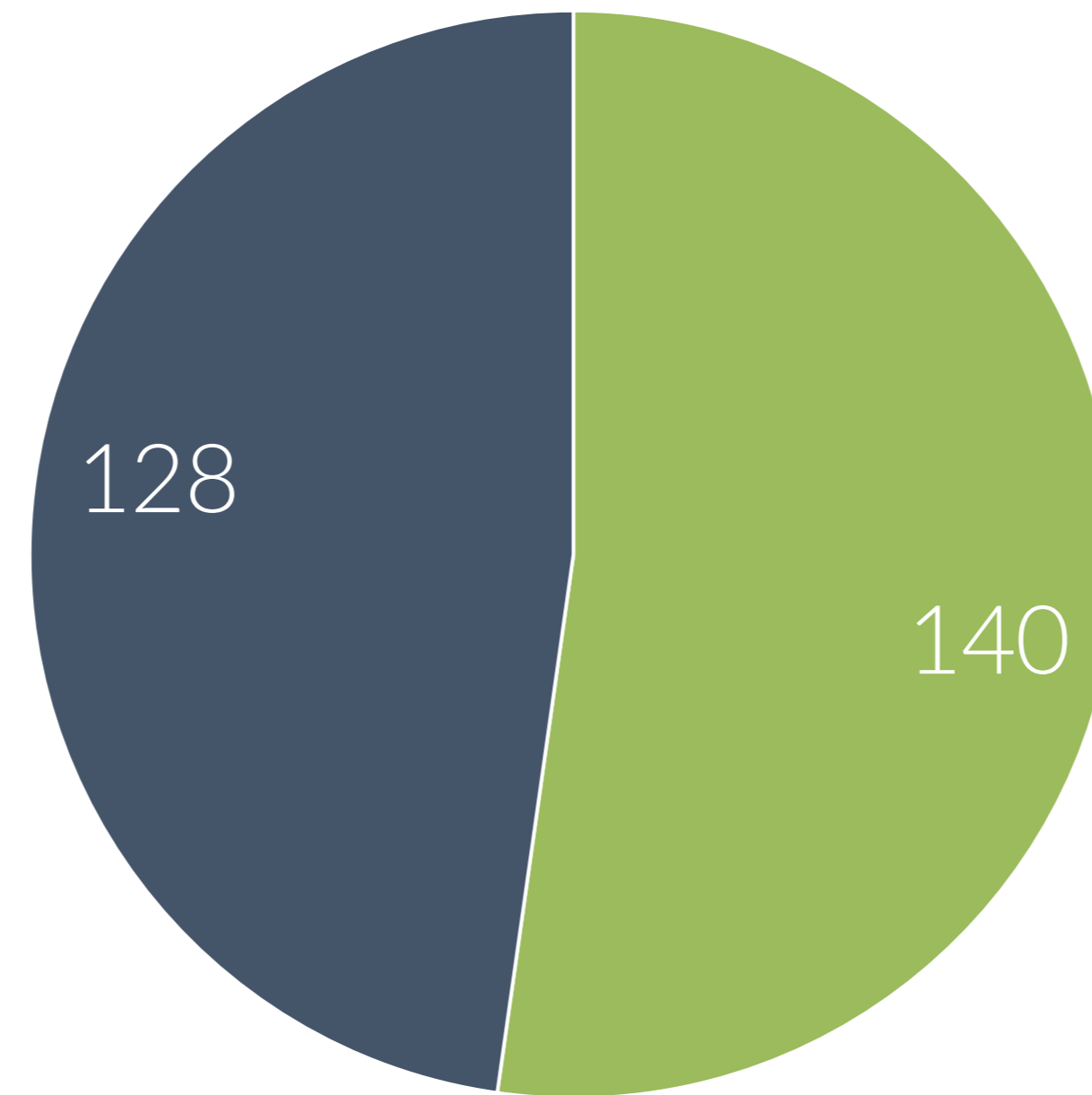
# Distance Learning vs. Hybrid

## Special Education



# Distance Learning vs. Hybrid

Head Start



■ In-Person   ■ Hybrid   ■ Distance Learning





# THANK YOU

---



## 5. 4. 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

### Recommendation

For Information.

### Supporting Documents



Attendance Report Feb. 2021-Genet.pdf



Director's Report April 2021.pdf



HS-EHS Grant Narrative 2021-2022\_FINAL.pdf



Staffing Approach 2021-2022 (Draft).pdf



Program Goals\_ (Year 4 updates)- (Final).pdf



2021 Selection Criteria.pdf



Budget Justification 2021-2022 Revised .pdf



Feb 2021 Financial Report-Claudia.pdf



3-26-21 Regular PC Agenda.pdf



2-26-21 Meeting Minutes.pdf

### Contact Person

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

Debra Hinely, Director, Internal Business Services will present the financial reports.



# Head Start / Early Head Start



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

### EARLY HEAD START

Date: Thursday, March 4, 2021				Report Outcomes for the month of February 2021			
#	Program	Site	Ages	Waiting Lists C = Complete ( ) = Over income	Average Daily Attendance	Funded Enrollment	Current Virtual Enrollment
1	EHS/State	Lemen	6 wk. – 30 mos.	C0(0)	NA	4	2
					NA	4	2
					NA	4	2
3	EHS/State EHS/State	Alyce Norman	6 wk. – 36 mos.	C0(0)	NA	3	3
					NA	4	4
					NA	4	4
					NA	4	2
					NA	4	2
					NA	4	2
					NA	4	2
4	EHS/State	Valley Oak	24-36 mos.	C0(0)	NA	12	6
					NA		
					NA		
	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C2(0)	N/A	37	36
<b>SUB TOTAL</b>				<b>C2(0)</b>	<b>NA</b>	<b>88</b>	<b>67</b>

### HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C2(0)	NA	16	12
2					NA	16	11
3					NA	20	16
4					NA	16	10
5					State ONLY	Alyce Norman	3 – 5
1	HS/State	Alyce Norman	3 – 5	C2(0)	NA	20	11
1					NA	20	20
2	HS/State	Esparto	3 - 5	C1(0)	NA	16	9
1	HS/State	Greengate	3 – 5	C1(0)	NA	16	11
2					NA	20	8
1	HS/State	Plainfield	3 – 5	C2(0)	NA	20	12



# Head Start / Early Head Start



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

1	HS/State	Prairie	3 – 5	C0(0)	NA	16	15
1	HS/State	Woodland Central	3 – 5	C6(0)	NA	16	3
1	HS/State	Valley Oak	3 - 5	5(0)	NA	19	19
1	HS/State	Wolfskill	3-5	C0(0)	NA	16	5
<b>SUB TOTAL</b>				<b>C17(0)</b>	<b>NA</b>	<b>263</b>	<b>176</b>
<b>TOTAL</b>				<b>C19(0)</b>	<b>NA</b>	<b>351</b>	<b>243</b>

Yolo County Office of Education Board of Education

Head Start/Early Head Start Update

Gail Nadal

April 2021

### **2021-2022 Head Start grant has been submitted to OHS**

Our annual Head Start grant application has been submitted on time to OHS. This is for Year 4 of our Five-Year grant award. We are very happy to share that we have met our 3 goals that were set by the Policy Council and include: Goal 1 – At least 80% of the 335 children served will maintain an attendance rate at or above 90% throughout the year; Goal 2 – The program will strengthen partnerships with at least 60% of families to ensure children transitioning to kindergarten are prepared for kindergarten and beyond by the end of June each year; Goal 3 – Develop a system to support each child’s social emotional needs and reduce challenging behaviors in the classroom. With the update that was provided we spoke about the opportunities that were created his past year with the pandemic and how we strengthen our use of technology providing a distance learning plan for families engaged in our program. Teachers were very creative and highly effective in meeting the children needs in the classroom. Our focus continues to be for children aging out of Head Start and going on to Kindergarten. Our daily routines include may school readiness activities as well as social emotional support for the children and staff.

### **Federal Focus Area Two**

Our official federal review will take place during the week of April 12 – 16<sup>th</sup>. The review will be done virtually, and our program is very prepared for this review. All our documents have been reviewed and we are ready to share our program operations with the team tat will be overseeing this visit. Along with the staff, parents, Policy Council, content managers and teachers will be interview. We are proud of the program that we provide and look forward to this opportunity to showcase some of the events, daily activities and enrichment growth seen with our children.

### **Vaccines for Child Care Providers at YCOE**

YCOE was a vaccine hub for those who work with young children. Carers could get their first and second vaccine at the Yolo County Office of Education with a drive through process. All hands-on deck with many volunteers that we there to help and make this a positive event for

childcare workers. These individuals are essential workers with many staying open through the pandemic to provide the care to young children so parents to continue in their workforce. PPE items were donated to those with small businesses that serve young children. Approximately, 550 people participated in this distribution of vaccines.

### **Woodland Central Center Opens**

Our newest classrooms open this past week at the Woodland United Methodist Church in Woodland. We have four young students now attending the Woodland Central Center and 2 students participating through distance learning. Both the church and YCOE is pleased about serving families in the Woodland downtown area. We know the slots will fill up fast. Please let others know of this opening serving children 3 – 5 year old's.

# INDEX

## Section I – PROGRAM DESIGN, GOALS AND APPROACH TO SERVICE DELIVERY

Sub Section A: GOALS

Sub Section B: SERVICE DELIVERY

Sub Section C: GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT  
STRUCTURE



## SECTION I

### **PROGRAM DESIGN, GOALS AND APPROACH TO SERVICE DELIVERY**

The Yolo County Office of Education Head Start Program (YCOE) is a nonprofit organization with strong presence throughout Yolo County. As a nonprofit organization our vision is to offer high quality and comprehensive services to the neediest low-income families and children in Yolo County. Our service delivery is based on various internal and external data sources that are outcome driven. We strive to ensure that all low-income families in our community utilize our services as a foundation to support the entire family's health and well-being and prepare their children for school and life success. In support of our vision, YCOE Head Start/Early Head Start (HS/EHS) has created the following long-range Program Design and Parent, Family, Community Engagement (PFCE) Goals and accompanying objectives. With the support of our Board Members and Policy Council, strategies have been created to support our ability to reach these goals by June 30, 2022.

This proposal is for **Year 4** of the five-year grant application and proposed project period start date of July 1, 2021. In compliance with the new five-year grant application instructions, Section 1 of this proposal addresses the requirements for the continuing grant application. In this continuing grant application, YCOE will provide written updates on **Year 3** achievements. If necessary, changes to the program goals may be made due to each year's update and accomplishments. Attached, are long-range goals and short-term and long-term objectives, Action Steps, Timeframe, Individuals Responsible, Expected Outcomes, and **Year 3** Progress and Outcomes.

**Sub Section 1A. LONG RANGE GOALS, SHORT TERM OBJECTIVES, ACTION STEPS, TIMEFRAMES, and INDIVIDUALS RESPONSIBLE, MONITORING and EXPECTED OUTCOMES.** Long term and short-term goals are directly linked to various data sources including CLASS, child outcome data, family outcome data, Professional Development Needs Data, Self-Assessment, Community Assessment, and other internal monitoring tools including multiple checklists. At least three times a year, during our regular data meetings, we spend significant amount of time examining these data sources, asking ourselves where we want to be five years from now, and how we can comprehensively and effectively serve children and families enrolled in our Head Start and Early Head Start programs. **The goal for our program is to establish effective service delivery systems that strongly link school readiness and family engagement activities for successful child outcomes.** The YCOE Head Start/Early Head Start is committed to ensuring all children including dual language learners and children with special needs acquire the knowledge, skills, and behaviors that are necessary for successful kindergarten entry. Families play a vital role in all of this. Families are provided with opportunities including training and workshops to sharpen their parenting skills and become confident and competent in the role they play as their children’s first teacher and continue to advocate for their children beyond preschool. The section below highlights our achievements for **Year 3** of the 5-year Grant Application:

**Long Term Program Goal 1: At least 80% of the 335 children served will maintain an attendance rate at or above 90% throughout the year.**

**YEAR 3 UPDATE:** YCOE HS/EHS came close to achieving this goal. When we analyzed our attendance data from July 1, 2019, through January 30, 2020, it came to 89.29%. As we dig deeper into our attendance data, we realized that attendance across program tends to go down in the months of November, December, and January. Although absences during this time are linked to holiday breaks, we strongly believe that we can do more to reduce absences during this time of the

year. In March 2020, all sites were closed due to COVID-19. Services to children and families were provided virtually. For that reason, we are unable to confirm if this goal was met. For **Year 4**, we will continue working on this goal. Program re-opened on March 1, 2021. We are presently providing both in-person and virtual instruction and will continue working on this goal with children who are currently attending in-person instruction.

**Long Term Program Goal 2: The program will strengthen partnerships with at least 60% of families to ensure children transitioning to kindergarten are prepared for kindergarten and beyond by the end of June each year.**

**YEAR 3 UPDATE:**

We did achieve this goal. Based on our current Self-Assessment results, transition plans for children who are entering Kindergarten this year were completed on time. Teachers shared this information with families during parent and teacher conferences. Additionally, we shared our School Readiness Goals with Principals and teachers and invited them to meet with families to explain the Kindergarten registration process. However, not many families attended the meeting. Now that all our preschool sites are located at the school district sites; we do not see a great need for this. Instead, for **Year 3**, the Education and Family Support managers will collaborate and put together a workshop for families on kindergarten readiness. The workshops will be based on Kindergarten Readiness Curriculum and we plan to collaborate with kindergarten teachers. Our education team, site coordinators and teachers work tirelessly to support families of children who are transitioning to kindergarten this year. Teachers provided specific activities to children virtually. In the month of January, families were provided with virtual training using Kindergarten Readiness Curriculum. The curriculum focuses on the importance of relationships, routines, and readiness for kindergarten as well as providing specific kindergarten registration information. Families were provided with specific strategies to support their child during this transition. Due to

COVID-19 and changes in families priorities, attendance was lower than we expected. Although most of our families did not attend the training, resources from the training were provided to families. For **Year 4**, we will implement a two-part parent workshop that will begin earlier in the year. The first workshop will focus on setting the stage for their child's upcoming transition. The second workshop will focus on relationships, routines, and readiness.

**Long Term Program Goal 3: Develop a system to support each child's social emotional needs and reduce challenging behaviors in the classroom.**

**YEAR 3 UPDATE:** YCOE HS/EHS achieved this goal. Although we did not provide a workshop for families on the Second Step Curriculum, we implemented a research-based Curriculum titled "Make Parenting A Pleasure" that focused on five specific topics including Positive Discipline, Self-Care, Stress Management, Communication and Listening, Child Development, Anger Management, and Challenging Behaviors. This training was offered by a Mental Health Interventionist and according to the parent survey, this workshop was very beneficial to families. In addition, YCOE Head Start has hired a Resources Specialist whose duties and responsibilities focus on supporting teachers to improve their teaching practices in Social and Emotional Development. For **Year 4**, YCOE HS/EHS will continue working on this goal. Social-Emotional development is essential for school and life success and we want our children to transition to kindergarten with excellent skills in this area. YCOE Head Start and Early Head Start continued to provide the "Make Parenting A Pleasure" workshops. Due to COVID-19 and the stress associated with it, families benefited significantly from the workshops. Although the workshops focus on Positive Discipline, Self-Care, Stress Management, Communication and Listening, Child Development, Anger Management, and Challenging Behavior, most of the time was spent on Self-Care and Stress Management. The workshops were provided virtually. The workshops started with 8 families but only 5 families finished the entire 12 sessions. Of these five families, several had

considerable mental health needs and the small, intimate setting provided them with a safe space for support.. For **Year 4**, we will continue offering these workshops but find modes of outreach to attract more families. We are working on modifying the curriculum to meet the needs of our families by including other research-based resources that are beneficial to families. The mental health consultant will work with our new Disabilities and Mental Health Manager. Additionally, for **Year 4** the Program Resource Specialist will focus on supporting teachers to improve teaching practices for Emotional Support and Classroom Organization. This will help to foster social and emotional development and reduce challenging behaviors in the classroom.

The Education Services Team has **implemented the School Readiness Committee**, which includes YCOE teachers, administrators and partnering agencies. Policy Council members, community members, and elementary teachers are invited to attend. This leadership group closely examines the School Readiness Implementation Plan and School Readiness goals that encompass Family Engagement, Health, Nutrition and Education. This committee meets quarterly through the year. The DRDP 2015 assessment tool is closely aligned with the Head Start Early Learning Outcomes Framework and California Preschool Learning Foundations and provides a best-practice continuum for children 0-5 years of age. **Below are the School Readiness Goals:**

**SCHOOL READINESS GOALS: YCOE HS/ EHS's school readiness goals align with the Head Start Early Learning Outcomes Framework by encompassing the Central Domains that target areas that are essential for school and long-term success.**

**Goal: Literacy Knowledge and Skills:** Children will show increased awareness of letters in the environment and their relationships to sounds including the understanding that letters make up words. (HS: LLD9, ELD4) Children will develop an increased capacity to understand the details in books, stories, and poems. (HS: LLD6, ELD3) (EHS: LLD5) Children will engage in back-

and-forth communication that demonstrates increased fluency in speaking and understanding leading to extended conversations. (HS: LLD4, ELD1, ELD2) (EHS: LLD4)

**Goal: Social & Emotional Development:** Children will develop strategies including self-comforting to regulate their feelings and behaviors. (HS: ALT-REG2,4) (EHS: ALT-REG2,4)  
Children will develop an increased understanding of the needs of others and consider alternatives to negotiate during conflict. (HSS4)

**Goal: Approaches to Learning:** Children will explore their environment by observation, manipulating or asking questions. (HS: ALT-REG3,5) (EHS: ALT-REG3) Children will develop skills to persist in understanding or mastery of activities. (HS: ALT-REG5)

**Goal: Cognitive General Knowledge:** Children will use everyday activities to compare and contrast objects, to develop the ability to create and repeat sequences and develop the understanding of numbers and quantity. (HS: COG5, 7, 8) (EHS: COG)

**Goal: Physical Development and Health:** Children will demonstrate awareness of physical effort and their body in space. (HS: PD-HLTH1) (EHS: PD-HLTH1)

**Goal: Family Engagement & Social Emotional Development:** Families will implement strategies after attending workshops on Social Emotional Development in children.

**Goal: Family Engagement and Literacy:** Families will engage in literacy activities with children, based on information and activities received in literacy workshops. In October 2017, YCOE Head Start Program implemented the *Raising a Reader* (RAR) Program to improve outcomes for all children around Language and Literacy Development. The Raising a Reader (RAR) program is an evidence-based early literacy and parent engagement program that the YCOE HS/EHS has implemented to improve the reading readiness skills of children and to encourage reading daily with their children.

**Through daily book interactions with their families at home, children acquire pre-reading skills.** Children are given a red book bag weekly with five books inside in the child's home language. The impact of the RAR Program is measured through pre-and-post Parent Surveys that are distributed to families' mid-year. In addition, our program will monitor the Language and Literacy domain to evaluate the impact of the RAR across the program. We were unable to complete the process due to the delay of reports from the new DRDP Online system. Once we receive the assessment reports, we will be able to assess the impact of the RAR program around Language and Literacy Development. On March 25, 2020, the School Readiness Committee planned to meet and review children's assessment data to assess how the Raising A Reader program impacted Language and Literacy Development across programs. However, due to the COVID-19 pandemic, our program closed on March 13, 2020.

Following guidance from the California Department of Education, we implemented the Modified Essential View of the DRDP for the 2020-2021 school year. This modification reduced the number of measures from 56 measures to 16 measures for Preschool and from 29 measures to 13 measures for Infant Toddler. Included were measures that were observable in a virtual setting. Additionally, we created a DRDP Observation Tool for Parents so they could provide input in the assessment process. Due to the limited amount of data sources for this school year, the School Readiness Committee will meet in April 2021 once we receive our latest DRDP data.

School Readiness goals are reported to the Policy Council and the YCOE Board of Education twice a year. Head Start conducts a formal presentation to the Board of Education regarding child outcomes and how children progressed from assessment period one to assessment period two. The 2019-2020 data is included in the Head Start Annual Report, which is shared with the public and widely disseminated throughout the community. YCOE utilizes the California Department of Education's online assessment service, DRDP Online, where data is now housed for all YCOE

children. During the 2019-20 school year, Child Care Results (CCR) was used in conjunction with DRDP Online. Our assessment data is entered into DRDP Online then transferred to CCR for in-depth analysis. Partially funded by the CDE, we are required to use DRDP Online. DRDP Online has had some technical difficulties and due to these challenges, we just received our child outcome data. As stated above, our School Readiness Committee planned to meet on March 25, 2020, to review and analyze children's outcome data. The use of CCR has allowed YCOE to run more detailed reports producing comprehensive data according to individual child, classroom, or program outcomes. A School Readiness implementation plan, CLASS implementation plan and a monitoring system have been developed and systems have been put in place to collect data and analyze outcomes to create program-wide action plans. Utilizing CCR allows us to aggregate and disaggregate data to better understand program-wide needs and provide program-wide support while maintaining the uniqueness of each program. Additionally, other data such as attendance, home language, and disability is used to build appropriate goals at the child level, classroom level and program level.

The YCOE HS/EHS will continue with the coaching plan for teaching staff in the 2021-2022 school year. The National Center on Quality Teaching and Learning (NCQTL) developed Teachers Learning & Collaborating (TLC), which is a unique Practice-Based Coaching approach, to support teachers in Head Start programs and to improve classroom practice. TLC is essentially a group format Practice-Based Coaching model, with self, peer, and expert coaching components, which creates collaborative teaching communities for ongoing professional development (PD). This approach can be used across different types of programs and age groups, including center-based and home-based programs. NCQTL designed the TLC model to meet the need for quality improvement efforts that focus explicitly on teacher-child interactions.



TLC's provide an opportunity for teachers to learn from each other in a safe, caring, and responsive environment. Within the TLC group, teachers can learn to be conscious, deliberate, and reflective in their classrooms. TLC's encourage teachers to set and achieve goals for effective classroom interactions, implement effective teaching practices, and increase positive teacher-child relationships. These positive practices support children's growth and development over time.

The TLC method pairs a small group of teachers with a trained facilitator who helps them use evidence-based teaching practices to improve children's learning and development. Using NCQTL's in-service suites to target effective teaching practices, the facilitator leads a group of teachers through one of the in-service suites. Members of the group set goals for implementing teaching practices from that suite. Classroom observations are conducted using video and allow participants to reflect on their implementations of the practices. Reflection takes place alone, with the facilitator, and with the whole group, using established group guidelines and a structured format for providing constructive feedback. **This non-evaluative process provides teachers with the tools to improve teaching as well as support to successfully apply these tools.**

Highly effective TLC's: 1) Are anchored in observable strategies and classroom practices, 2) Create a safe peer community where teachers can discuss classroom experiences, 3) Help teachers identify areas of potential growth and provide consistent feedback to each other to improve teaching practices, 4) Facilitate constructive self-reflection on teaching practices, and 5) Reveal the connection between effective classroom practices and child outcomes.(NCQTL & PBC Facilitation Guide, Background and Introduction). The implementation of the TLC has benefited our program significantly. Since we implemented TLC, CLASS scores have improved, and staff is more willing to learn new teaching strategies and improve their teaching practices to support children in achieving their school readiness goals.

Staff continues to be trained on Desired Results Developmental Profile (2015) and the alignment to the California Preschool Learning Foundations and Head Start Early Learning Outcomes Framework delivered through the curricula's which are recorded on the lesson plans. The target focus has been on Language and Literacy and Math and aligned with the School Readiness goals. Additionally, each classroom has developed a DRDP goal, which is based on the DRDP results from their classroom after each assessment period. Individual assessment results are also reviewed and goals for each child are decided by the teacher and the parent after each assessment period.

**Child Assessment:** YCOE HS/EHS uses Desired Results Developmental Profile (2015) for the assessment tool. This tool is research based and aligns with the Head Start Early Learning Outcomes Framework and the California Preschool Learning Framework and Foundations. The DRDP (2015) is administered in natural settings through teacher observations, family observations and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment. The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of diverse populations of young children, with specific consideration for children who are young dual language learners. The DRDP (2015) was developed with the goal of ensuring that all children have an opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed. Additionally, the DRDP (2015) includes domains that meet the Federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family Service Plan (IFSP's) or Individualized Education Programs (IEP's).

YCOE HS/EHS School Readiness Committee (SRC) meets three times per year, after each DRDP assessment period, to make recommendations for the HS/EHS program regarding the School Readiness goals for all children served. The Office of Head Start defines School Readiness as

“That children are ready for school, families are ready to support their children’s learning, and schools are ready for children.” The committee reviews the School Readiness Implementation Plan to ensure the plan is being followed. Additionally, the committee approves any changes made to the school readiness goals whenever necessary.

Other data reviewed by the SRC include the Early Childhood Environmental Rating Scales (ECERS), Classroom Assessment Scoring Systems (CLASS) scores, attendance records, and number of IEP’s/IFSP’s in the classroom. Using the above data sources, the SRC provides recommendations to Education, Health and Family Services managers. Goals are then created and incorporated into the lesson plan.

Teachers then build classroom goals specific to the needs of their group of children. Individual child goals are reviewed, and individualization is included in the lesson plans. Teachers scaffold the needs of the classroom and individual children through their daily interactions with them. To ensure children are learning outcomes are reflective of our school readiness goals, teachers are required to complete child observations and maintain child portfolios that include anecdotal notes, child work samples, and photos of children. These observations are filed monthly in our education files, where they are reviewed tri-annually. The lesson plan includes opportunities for children to explore all areas of curriculum. These activities are aligned to the Head Start Early Learning Outcomes Framework and the California Preschool Learning Foundations. Teachers are observed to ensure that curriculum and lesson plans are implemented to fidelity. YCOE HS/EHS is in the third year of implementing the Creative Curriculum Fidelity Tool for Administrators and The Fidelity Tool Teacher Checklist. However, due to the Covid-19 pandemic we were unable to use the fidelity tool as intended. Instead, we created a virtual observation tool that took pieces of the fidelity tool and teacher checklist to ensure that quality instruction was being implemented virtually. For **Year 4**, we plan to return to implementation of The Creative Curriculum Fidelity

Tool for Administrators and The Fidelity Tool Teacher Checklist now that our program has resumed in person instruction. The Fidelity Tool for Administrators supports the documentation of observations in the classroom and guides administrators toward what they should look for in the physical environment, structure, teacher-child interactions, families, and assessment to help teachers move successfully toward optimal implementation. The Fidelity Tool Teacher Checklist provides the same checklist as the administrator tool, so teachers have a clear understanding of what fidelity looks like-supporting self-reflection on their implementation and their professional goal setting. (Teaching Strategies 2017, COACHINGFLY1801)

The Nutrition Services department, through Yolo County partnerships, supports health and education services to ensure children receive nutritious meals, maximum opportunity for physical activity, classroom nutrition education, parent engagement relating to nutrition education, resources, and family support services. Strong collaboration between the Yolo County Office of Education Head Start/Early Head Start programs and Washington, Woodland, Davis, Esparto and Winters School Districts ensures nutritious meals and snacks are provided to eligible children throughout Yolo County.

Head Start teachers receive annual pre-service training on Child Care Food Program guidelines. Children's overweight data is tracked and categorized into two categories: overweight and obese. Health data of obese and anemic children is shared with our collaborative partner, WIC services, to ensure all families are either enrolled with WIC or can enroll with WIC services. WIC services offers nutrition counseling sessions and guidance to qualified families. Early Head Start (EHS) program is also partnered with the Yolo Department of Health and Human Services to support EHS mothers with breastfeeding services through lactation counseling and with Home Nursing services for pregnant moms and families.

Head Start teachers are participating in the Nutrition UC Extension program. This program is a nutrition curriculum program which provides nutrition education tool kits to be added to lesson planning. Tool kits are loaned to the classroom each month. After the monthly activity is completed, teachers can check out a new nutrition activity kit for the month. Also, Yolo County Head Start partners with Carrington College to help LVN students gain valuable experience through pediatric rotation. Students assist YCOE HS/EHS with meeting health screening mandates. LVN students perform growth assessments, vision and hearing screenings, blood pressure and hemoglobin non-invasive testing.

**Update:** The Nutrition UC Extension and Carrington College Internship Programs were interrupted due to COVID-19 restrictions, once restrictions are lifted, program is interested in reinstating community collaborations to ensure staff and children benefit from these services.

Families can engage in nutrition and wellness activities. Menu planning meetings are scheduled quarterly, and parents participate in sharing ideas in the menu planning process. Parents are invited to the Health Services Advisory Committee meetings held three times per year. Nutrition and Wellness Support services and trainings are offered to HS/EHS families during parent meetings.

YCOE has strengthened services to children and families while effectively leveraging resources to maximize program impact. In partnership with parents and the greater community, YCOE's HS/EHS program has several committees that are integral to engaging HS/EHS families, including the School Readiness Committee, an expanded Education Committee, Attendance Committee and Health Services Advisory Committee (HSAC). These committees will continue to serve as a means through which to prioritize short-term objectives and strategically plan for the upcoming year. Parent participation and engagement at HS/EHS parent meetings and trainings also continues to grow as parents and staff form meaningful partnerships to identify needs and support children in

improving outcomes. YCOE will continue to emphasize the importance of parent trainings in the upcoming year as a key strategy for increasing parent engagement and support.

---

### **Sub Section B. SERVICE DELIVERY**

**Service and Recruitment Area:** YCOE HS/EHS continues to work collaboratively with our community partners during recruitment. Agencies are now seeking out YCOE HS/EHS to recruit children into Head Start and Early Start during their events and at their agency locations. YCOE continues to collaborate in-house with the Foster Youth department. We also continue to work with local school districts to provide inclusive care, ensuring that children with disabilities can receive Special Education services directly within the Head Start classrooms. Our ERSEA plan is based on the Community Assessment Needs Assessment. YCOE HS/EHS recruitment is an ongoing process with recruitment activities occurring monthly. Family Support staff continue to canvas the neediest areas of Yolo County to ensure all eligible children and families are aware of the HS/EHS program and have a full understanding of the application process. Examples are: West Sacramento is an urban community and has the highest housing needs, and highest unemployment. Davis is the fastest growing city with most parents being students. Woodland, Esparto, and Winters are rural areas with families working in agriculture. In addition to the Community Needs Assessment, internal data sources such as the Waitlist Report is analyzed monthly to determine where we need to focus our energy for the upcoming year. For example, through analysis of our Waitlist Report, we learned that for the upcoming year, we need to move four slots from our Plainfield where service need is lower to our Prairie site where there is more need for services.

**2. Needs of Children and Families:** The YCOE HS/EHS Community Assessment Update for 2019, provided objective information for the YCOE HS/EHS program, the communities served, eligible families, HS/EHS administration who serve them, to support decisions, which customizes a high-quality program that meets the unique needs of this community. The findings

are based on a data review of existing federal, state, and local community assessment and program data review, not in a prioritized order. Program management based on available resources will determine the priority and action steps for implementation of the findings.

*Note: This data is from the school year 2019-2020. The Community Needs Assessment for the school year 2020-2021 will be updated before June 30, 2021.*

**Exhibit 1. Poverty rate in Yolo County (2018)**

	2015	2016	2017	2018
Income in the past 12 months below poverty level	20% (39,333)	20% (39,688)	19% (38,898)	19% (39,686)
Children under age 5 below poverty level in past 12 months	19% (2,324)	20% (2,381)	18% (2,107)	17% (2,054)

Source: American Community Survey, 5-Year Estimates

**Exhibit 2. Children enrolled in preschool and kindergarten living below poverty level in the past 12 months in Yolo County, by school district (2018)**

	Preschool				Kindergarten			
	2015	2016	2017	2018	2015	2016	2017	2018
Winters Joint Unified	27% (23)	35% (33)	24% (21)	12% (16)	0% (0)	0% (0)	0% (0)	0% (0)
Woodland Joint Unified	22% (232)	21% (206)	23% (256)	26% (278)	18% (130)	18% (163)	20% (193)	13% (132)
Washington Unified	28% (278)	19% (178)	17% (132)	11% (84)	11% (77)	11% (75)	11% (77)	16% (155)
Davis Joint Unified	9% (101)	12% (131)	11% (110)	8% (74)	1% (5)	5% (45)	8% (59)	9% (62)
Esparto Unified	18% (26)	0% (0)	0% (0)	0% (0)	18% (28)	7% (8)	4% (6)	0% (0)
<b>Yolo County</b>	<b>19%</b> <b>(660)</b>	<b>17%</b> <b>(548)</b>	<b>16%</b> <b>(519)</b>	<b>15%</b> <b>(452)</b>	<b>10%</b> <b>(240)</b>	<b>11%</b> <b>(291)</b>	<b>13%</b> <b>(335)</b>	<b>12%</b> <b>(349)</b>

Source: American Community Survey, 5-Year Estimates

**Exhibit 3. Children under age 5 living below the poverty level in the past 12 months in Yolo County, by school district (2018)**

	2015	2016	2017	2018
Woodland Joint Unified	30% (915)	23% (991)	21% (912)	20% (831)
Washington Unified	24% (973)	23% (906)	19% (786)	21% (877)

Winters Joint Unified	8% (51)	19% (102)	18% (110)	14% (90)
Davis Joint Unified	9% (270)	12% (317)	11% (293)	11% (268)
Esparto Unified	12% (38)	2% (5)	1% (5)	2% (7)
<b>Yolo County</b>	<b>20%</b> <b>(2,247)</b>	<b>20%</b> <b>(2,321)</b>	<b>18%</b> <b>(2,106)</b>	<b>17%</b> <b>(2,073)</b>

Source: American Community Survey, 5-Year Estimates

**Exhibit 4. Children under age 5 living below the poverty level in the past 12 months in Yolo County, by race and ethnicity (2018)**

	2015 (n=3,079)	2016 (n=3,008)	2017 (n=2,726)	2018 (n=2,551)
Hispanic/Latino	47%	42%	42%	40%
White	15%	21%	18%	26%
Asian/Pacific Islander	8%	9%	10%	9%
Black or African American	3%	4%	4%	3%
American Indian/Alaska Native	1%	0%	0%	0%
Multiracial	9%	8%	8%	8%
Other race	18%	16%	17%	14%

Source: American Community Survey, 5-Year Estimates

**Exhibit 5. Children ages 5-17 living below the poverty level in the past 12 months in Yolo County, by languages spoken at home (2018)**

	2015 (n=6,133)	2016 (n=5,927)	2017 (n=5,419)	2018 (n=5,261)
Only English	40%	45%	45%	44%
Speak Spanish	45%	41%	41%	39%
Speak other Indo-European languages	7%	7%	9%	15%
Speak Asian and Pacific Island languages	7%	7%	5%	1%
Speak other languages	0%	0%	1%	0%

Source: American Community Survey, 5-Year Estimates

Note Data are not available for children under age 5; therefore, ages 5-17 were used as a proxy

**Exhibit 6. Children ages 0-5 in foster care and percent of population in Yolo County, by age**

	2015	2016	2017	2018
Under 1 year old	1% (19)	1% (22)	1% (24)	2% (38)



1-2 years old	1% (58)	1% (42)	1% (43)	1% (56)
3-5 years old	1% (43)	<1% (32)	1% (45)	1% (63)
<b>Total</b>	<b>1%</b> <b>(120)</b>	<b>1%</b> <b>(96)</b>	<b>1%</b> <b>(112)</b>	<b>1%</b> <b>(157)</b>

**Exhibit 7. Kindergarten students with required immunizations in Yolo County (2018)**

	2014/15	2015/16	2016/17	2017/18
Washington Unified	85% (578)	88% (488)	88% (563)	96% (666)
Esparto Unified	96% (77)	100% (93)	100% (78)	98% (79)
Woodland Joint Unified	97% (850)	97% (872)	96% (868)	98% (902)
Davis Joint Unified	94% (569)	93% (611)	94% (600)	96% (568)
Winters Joint Unified	93% (119)	96% (118)	97% (147)	97% (147)
<b>Yolo County</b>	<b>92%</b> <b>(2,338)</b>	<b>93%</b> <b>(2,298)</b>	<b>92%</b> <b>(2,490)</b>	<b>97%</b> <b>(2,362)</b>

Source: Department of Public Health, Immunization Branch, Child Care/Preschool and Kindergarten Immunization Data

**Exhibit 8. Children under age 18 with a disability living below the poverty level in the past 12 months in Yolo County, by school district-(2018)**

	2015	2016	2017	2018
Washington Unified	3% (341)	2% (238)	2% (217)	1% (171)
Esparto Unified	1% (23)	2% (32)	2% (25)	0% (0)
Woodland Joint Unified	2% (238)	1% (213)	1% (216)	1% (119)
Davis Joint Unified	<1% (52)	<1% (51)	<1% (22)	<1% (20)
Winters Joint Unified	0% (0)	0% (0)	0% (0)	0% (0)
<b>Yolo County</b>	<b>1%</b> <b>(654)</b>	<b>0%</b> <b>(534)</b>	<b>1%</b> <b>(480)</b>	<b>1%</b> <b>(310)</b>

Source: American Community Survey, 5-Year Estimates

**Exhibit 9. Children ages 5-17 in Yolo County, by percent of federal poverty level and disability: hearing, vision, cognitive, ambulatory, and self-care (2018)**

	2015	2016	2017	2018
Under 50% of poverty level	(n=2,565)	(n=2,281)	(n=2,060)	(n=1,586)
Cognitive difficulty	0%	3%	3%	0%

Self-care difficulty	0%	0%	3%	0%
No disability	100%	97%	97%	100%
<b>50% to 99% of poverty level</b>	<b>(n=3,249)</b>	<b>(n=2,809)</b>	<b>(n=3,316)</b>	<b>(n=3,180)</b>
Hearing difficulty	7%	0%	0%	0%
Vision difficulty	2%	0%	0%	3%
Cognitive difficulty	2%	0%	0%	2%
Self-care difficulty	2%	0%	0%	0%
No disability	90%	100%	100%	97%
<b>100% to 149% of poverty level</b>	<b>(n=4,492)</b>	<b>(n=2,780)</b>	<b>(n=3,228)</b>	<b>(n=3,583)</b>
Vision difficulty	2%	0%	0%	1%
Cognitive difficulty	2%	4%	3%	5%
Self-care difficulty	2%	0%	3%	0%
No disability	96%	96%	97%	94%
<b>150% to 199% of poverty level</b>	<b>(n=2,103)</b>	<b>(n=3,872)</b>	<b>(n=3,330)</b>	<b>(n=3,921)</b>
Vision difficulty	0%	0%	1%	0%
Cognitive difficulty	2%	1%	1%	0%
Ambulatory difficulty	2%	0%	1%	0%
Self-care difficulty	2%	0%	0%	0%
No disability	98%	99%	94%	100%
<b>200% and over poverty level</b>	<b>(n=20,086)</b>	<b>(n=21,492)</b>	<b>(n=20,686)</b>	<b>(n=20,969)</b>
Hearing difficulty	<1%	0%	1%	0%
Vision difficulty	1%	<1%	1%	<1%
Cognitive difficulty	1%	2%	1%	3%
Ambulatory difficulty	0%	1%	0%	1%
Self-care difficulty	<1%	1%	<1%	1%
No disability	98%	98%	97%	96%

Source: American Community Survey, 5-Year Estimates

Note: Percent of total children living within each poverty level. Data should be interpreted with care as the margin of error for disability type often exceeds the estimated number of children indicated above. Percentages within each section do not total 100 percent as children can have more than one disability.

## Exhibit 10. Homeless population in Yolo County

	2012 (n=468)	2014 (n=474)	2016 (n=498)	2018 (n=459)
Sheltered	44%	58%	61%	54%
Unsheltered	56%	42%	39%	46%

Source: Yolo County Homeless Count

Note: This data was collected from a single night in January of each year

**Exhibit 11. Children experiencing homelessness in Yolo County, by age group (2018)**

	2015	2016*	2017*	2018*
Infant	0	N/A	N/A	N/A
Toddler	0	N/A	N/A	N/A
Preschool	5	N/A	N/A	N/A

Source: Special Tabulation by the Homeless Education Program in the School Turnaround Office at the California Department of Education as reported by Kidsdata

\* Data is not available for 2015, 2016, and 2017

Note: Data are an undercount of very young homeless children. This data was collected from a single night in January of each year.

**Child Care Availability**

**Exhibit 12. Licensed childcare slots available in Yolo County**

	Infants (Under 2 years)		Preschool		School-Age (Ages 6 and older)		Total	
	2017	2019	2017	2019	2017	2019	2017	2019
Licensed centers	275	340	3,117	3,246	990	1,124	4,382	4,710
Licensed family childcare homes*	424	291	936	629	1,052	710	2,412	1,614
License-exempt centers	7	7	3	3	2,418	2,418	2,428	2,428
<b>Total</b>	<b>706</b>	<b>638</b>	<b>4,056</b>	<b>3,878</b>	<b>4,460</b>	<b>4,252</b>	<b>9,222</b>	<b>8,752</b>

Source: Licensed centers and family childcare homes: Child Care Portfolio for Yolo County; license-exempt centers: Communicare and After School Education and Safety Program and assumes no change from 2017 to 2019.

\* Slots by age group for family childcare homes are estimates.

Note: This exhibit provides slightly different data than the 2019 Head Start Community Assessment

**Exhibit 13. Subsidized childcare slots available in Yolo County – Updated Data N/A**

	Infants (Under 2 years)			Preschool (Ages 2-5)			School-Age (Ages 6 and older)			Total		
	2012	2014	2016	2012	2014	2016	2012	2014	2016	2012	2014	2016
Head Start**	N/A*	0	0	N/A*	263	281	N/A*	0	0	N/A*	263	281
Early Head Start**	N/A*	80	54	N/A*	12	68	N/A*	0	0	N/A*	92	122
Full-Day Center (CCTR)**	19	19	20	28	46	79	101	108	125	148	173	224
CA State Preschool (full-day and part-day)**	0	0	0	842	808	918	0	0	0	842	808	918

FCCH Networks* *	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant**	19	24	17	37	52	47	4	1	2	60	77	66	
Handicap Program**	0	0	0	0	0	0	0	0	0	0	0	0	
Alternative Payment (voucher)* *	21	23	26	48	47	69	58	31	40	127	101	135	
CalWORKS Stage 1***	N/A*	N/A*	1	N/A*	N/A*	71	N/A*	N/A*	197	N/A*	N/A*	269	
CalWORKS Stage 2**	31	14	17	98	61	70	75	46	65	204	121	152	
CalWORKS Stage 3**	4	2	5	56	42	38	54	67	85	114	111	128	
Other****	236	236	236	212	212	212	2,418	2,418	2,418	2,866	2,866	2,866	
<b>Total</b>	<b>N/A*</b>	<b>N/A*</b>	<b>376</b>	<b>N/A*</b>	<b>N/A*</b>	<b>1,853</b>	<b>N/A*</b>	<b>N/A*</b>	<b>2,932</b>	<b>N/A*</b>	<b>N/A*</b>	<b>5,161</b>	

\* Data is not available

\*\* Source: AIR Browser

\*\*\* Source: Yolo County Children's Alliance

\*\*\*\* Source: Yolo Crisis Nursery, UC Davis On-Campus Child Care Centers, and After School Education and Safety Program

(ASES data was not included in previous community assessment reports as it was not yet available from the California Department of Education)

Note: This exhibit provides slightly different data than the 2018 Head Start Community Assessment

#### Exhibit 14. Childcare requests in Yolo County

	2010	2012	2014	2016	2018
Under 2 years	31%	40%	37%	27%	31%
2-5 years	40%	43%	37%	46%	45%
6 years and older	30%	17%	26%	26%	23%

Source: Child Care Portfolio for Yolo County

#### Exhibit 15. Major reasons families seek childcare in Yolo County.

	2010	2012	2014	2016	2018
Employment	83%	58%	71%	82%	78%
For Child Protective Services (CPS)	N/A*	N/A*	N/A*	10%	7%
Parent seeking employment	2%	15%	11%	6%	N/A*
Parent in school or training	12%	29%	17%	N/A*	17%

Source: Child Care Portfolio for Yolo County

*\*The Child Care Portfolio only provides percentages for the top three major reasons for each year; therefore, some percentages are not available if they were not included in the top three major reasons in a specific year.*

**Exhibit 16. Requests for care during non-traditional hours in Yolo County**

	2010	2012	2014	2016	2018
Evening/weekend/overnight care	0%	2%	N/A	8%	9%

Source: Child Care Portfolio for Yolo County

\*Data is not available for 2014

*Note: This data is from the school year 201-2020. The Community Needs Assessment for the school year 2020-2021 will be updated before June 30, 2021.*

All child development services administered by YCOE’s Early Childhood Education Department are premised on the philosophy that “children develop in the context of their family and culture and parents are respected as the primary educators and nurturers of their children.”<sup>1</sup> This philosophy drives our commitment to providing fully integrated services that are family-centered, research-based, and developmentally appropriate. YCOE provides opportunities for meaningful parent engagement that are respectful of families’ backgrounds and reinforce the importance of the learning that occurs within a child’s home environment.

**Proposed Program Option and Funded Enrollment Slots:** Yolo County Office of Education Head Start Program operates Head Start and Early Head Start center based and an EHS Home-Based Program. In addition, our EHS Home-Based Program serves pregnant mothers. Our service delivery is based on recruiting and enrolling the neediest children ages birth to age five to prepare them for success in school and life. To ensure compliance with 1302 Subpart B Head Start regulations, YCOE HS/EHS has established policies and procedures that are based strictly on the Head Start Performance Standards. These policies and procedures are revised and adjusted whenever there are changes in regulations. To policies and procedures established to comply with 1302 regulations, YCOE conducts an annual comprehensive self-assessment and a monthly

<sup>1</sup> Head Start Program Performance Standards

monitoring of all service areas to ensure ALL service areas comply. Findings from the Self-Assessment and monthly site visits are analyzed and used to create professional development trainings for staff on areas needing improvement. New and existing staff are trained on these policies and procedures at the beginning of each program year and on-going as required.

#### **4. Centers and Facility's**

For the school year–2021-2022, YCOE HS/EHS will continue to serve 247 Preschool and 88 infants and toddlers in center and home-based setting.

Now that our sites are located at the five school district sites, we will continue to collaborate with every school district, especially around, facilities, custodial, and food services. Our relationship with the five school districts continues to improve. Our strong collaboration is befitting the community we serve. To maintain a strong collaboration, we have on-going meetings with the five school districts. This is to ensure the supportive needs of children and families are met, and the federal performance standards are adhered to. Head Start standards must be maintained at all levels, especially around health and safety. This method of communication will remain for the upcoming school year.

**5a. Eligibility, Recruitment, Selection, Enrollment and Attendance:** YCOE's recruitment process aligns with the Head Start Program Performance Standards to inform all families with eligible HS/EHS children of the services available through the YCOE HS/EHS program. Intensive recruitment for fall enrollment begins the previous January of each year and continues throughout the year. To ensure full enrollment and outreach to those most in need of Head Start services, ERSEA staff recruit monthly and submit recruitment logs to the FSSA-Specialist each month. Staff utilize a variety of outreach strategies to ensure the maximum number of HS/EHS-eligible family's complete applications within YCOE's designated recruitment area.

Recruitment materials reflect the dominant languages and cultures of Yolo County, and include a) fliers, brochures, newsletters and posters, b) door to door canvassing, c) mailing lists and d) information booths. Community partners (churches, schools, clinics, organizations, and public/private agencies) support our recruitment efforts by a) assisting with the development of the selection criteria; b) posting information; c) sharing HS/EHS information with their clients; d) referring children/families; and e) providing space for information booths. Although we have been recruiting aggressively, building a strong Waitlist is still a challenge, especially at our Winters, and Esparto sites. To attract more families to our program, we recently revised our selection criteria and defined homelessness broadly using the “McKinney–Vento Homeless Assistance Act”. In addition, we are in the process of strengthening our partnership with community agencies such as the Yolo County Nurse Home Partnership, Empower Yolo, and Shores of Hope. Because of this partnership, we are now getting more phone calls from families who are more likely qualify for our programs. Also, now that the California Department of Education went back to their original kindergarten cutoff date (December 1), we have several children from our EHS programs that can be transitioned into our preschool programs which will support enrollment. The Enrollment, Recruitment, Selection, Eligibility and Attendance Committee will continue to meet annually to address attendance issues and concerns and recommend solutions. This Committee includes staff and parents. The invitation is also extended to community partners during Policy Council meeting. The committee analyzes the most recent community assessments and uses this data to update the Selection Criteria which is based on a point system. This point system allows us to enroll children with the greatest need-

**5b. Strategy to Promote Regular Attendance:**

The YCOE HS/EHS program follows the strategies below to promote regular attendance:

- Establish a clear and consistent vision for attendance and this vision is communicated with ALL families at the time of enrollment. At enrollment YCOE HS/EHS provides information on the benefit of regular attendance. Family Support Staff share our vision to promote regular attendance with families at the time of enrollment.
- YCOE's newsletter at the beginning of each year focuses on attendance and highlights the link between attendance and child outcomes.
- Home visits are conducted at the beginning of the year to determine barriers that might impact attendance and families are provided with needed resources. This includes purchasing bus pass for families who could not bring their children to school due to lack of transportation.
- YCOE HS/EHS welcomes and provides many opportunities for parents to visit their child's classroom to observe learning and development and establish a relationship with teachers.
- Establish policies and procedures for recording and submitting attendance.
- Establish Attendance Committee comprised of staff, parents and whenever possible, community members that focus primarily on tracking attendance and working with families on absenteeism. The group meets three times a year to review attendance reports and develop strategies to promote regular attendance.
- Monitor attendance data monthly and create action plans for children with excessive absences.
- Establish and communicate expectations and guidelines for how and when absences should be reported by parents and how program staff follow up with parents when children have consecutive absences.



**6. Education and Child Development:** The YCOE HS/EHS program is designed to meet each child's individual needs and the needs of the family in the community. This may come in the form of language spoken in a classroom, menus offered to children and relatability of curriculum to children's lives.

The Head Start program implements The Creative Curriculum for Preschool along with Second Step, which is an enhancement to the social and emotional curriculum. The combination of a research-based curriculum, social and emotional curriculum enhancement, and our systematic approach of observation for curriculum fidelity has increased children's learning outcomes. Lesson planning occurs within the framework of The Creative Curriculum model, a research-based model implemented across all YCOE HS/EHS sites. Creative Curriculum balances teacher-planned and child-initiated learning, emphasizing responsiveness to children's strengths, interest, needs, and learning styles. Ongoing assessment supports appropriate planning and individualization, while guiding meaningful learning experiences for the whole child.

During the 2019-2020 school year we were awarded the SEAL (Sobrato Early Academic Language Model) Grant, which is the largest English Language Learner (ELL)/Dual Language Learner (DLL) initiative in the country. A large majority of our enrolled students live in a home where a language other than English is spoken. Historically, there has been less access to quality ECE programs, significant language barriers in education, and persistent patterns of underachievement for English Learners. SEAL addresses these concerns with a powerful early foundation of language, centralizing on the needs of dual language learners through:

- High level cognitive, language and literacy skills
- Setting the foundation for academic success
- Creating confident, motivated, engaged, and joyful learners

Through extensive module trainings and material preparation days, we piloted the SEAL Model in five of our Head Start classrooms. The Education Manager created a comprehensive layering of this dual language approach with our current Creative Curriculum lesson plans which include the following strategies: choral response, content-based chants, draw & dictate, draw-tell & label, interactive read aloud, morning message, narrative input & retell, persona dolls, socio-emotional vocabulary, dialogic read aloud, to name a few. Utilizing the pilot classrooms as “model classrooms” we are implementing the SEAL Model in our remaining Head Start classrooms during the 2020-2021 school year. Due to the COVID-19 pandemic we made modifications to our original SEAL implementation plan. We chose to focus on strategies that could translate to the virtual setting such as morning message, chants, choral response, narrative input and retell, etc. We provided trainings to the Head Start teaching staff virtually throughout the year. For **Year 4**, we will continue to build upon the strategies we are already implementing and provide training and support on new strategies. We will continue to utilize the original pilot classrooms as exemplars to help support implementing SEAL program wide.

**6a.** The Creative Curriculum for Infants, Toddlers and Twos<sup>2</sup> allows each child exposure to a rich variety of learning experiences that also ensures that children are ready for school. “The Creative Curriculum for Preschool is a research-based, comprehensive curriculum that features exploration and discovery as a way of learning. The foundational volumes help teachers create a high-quality learning environment and build a thorough understanding of best practices, while the Daily Resources help teachers plan and manage every moment of their day. As part of the Daily Resources, the Teaching Guides and additional instructional tools provide a wealth of ideas and detailed plans for filling every day with meaningful and engaging experiences designed for all

---

<sup>2</sup> The Creative Curriculum® for Infants, Toddlers & Twos. (2017). Teachingstrategies.com. Retrieved 19 March 2018, from [https://teachingstrategies.com/wp-content/uploads/2017/06/TeachingStrategies\\_CC-for-IT2\\_TouringGuide\\_2017.pdf](https://teachingstrategies.com/wp-content/uploads/2017/06/TeachingStrategies_CC-for-IT2_TouringGuide_2017.pdf)

children. Special support helps teachers individualize instruction for English- and dual-language learners in the classroom. The curriculum also takes the guesswork out of meeting the Head Start Early Learning Outcomes Framework and early learning standards for each state.”

The YCOE EHS understands and strives to ensure that there is continuity of care for the programs youngest, most vulnerable children and their families. EHS family support staff and teachers also collaborate to provide continuity of services when transitioning from EHS to HS. “The Creative Curriculum for Infants, Toddlers & Twos was created to support and guide teachers through the discovery-filled days with the children in their care. It is a comprehensive collection of knowledge-building and daily practice resources- an ‘Early Childhood 101’ that will help teachers provide responsive, intentional care to very young children. The three curriculum volumes that make up The Foundation contain everything teachers need to know to build and implement a high-quality program, with a focus on responsive care and the routines and experiences that are so essential to the growth and development of children from birth to three. Our new Daily Resources are instructional tools that feature expanded and detailed guidance for providing intentional, responsive care and teaching during routines and learning experiences for very young children.”

The home to school link is strong and builds on the idea that the parent is the child’s first teacher as well as the child’s most important relationship. Teachers link the home activities to the individual needs of the child, provide events that are a cumulative of classroom learning topics and provide workshops and trainings that meet the needs and interests of the parents. Approaches to School Readiness will be a layered approach. The primary coaching system will come from the Education team that consists of the Education Specialist and secondary coaching, which consists of four Site Coordinators. In addition, monitoring for curriculum fidelity will ensure that alignment to the Early Learning Outcome Framework exists, teaching strategies are individualized, and teaching competencies meet quality level.

YCOE HS/EHS has evolved from large group trainings to smaller more effective practices. Our training methods will continue to emphasize learning as opposed to teaching (dialogue versus lecture). Staff divide into small groups of five to six members to discuss training topics, with each group assigned a facilitator. Training is learner-centered, and all staff participates in discussions of a focused topic. The training team works with coaches to ensure the training needs of the staff are met. This approach ensures staff receive specific training in child assessment and data topics according to data collected on their children and classrooms in the areas of assessment, ECERS, and CLASS.

Coaching will continue to be utilized to increase staff's ability to assess and plan lesson plans according to data collected. The program will use the Practiced Based Coaching system that YCOE staff have been trained on. This model encompasses a pre-observation meeting where the teacher plans a lesson and identifies a focus area for area for observation; an observation where the observer records evidence related to the selected focus area; and a post-observation debriefing where the teacher and peer coach reflect on the selected focus area and identify next action steps. YCOE HS/EHS has developed a School Readiness Implementation plan as well as a CLASS Implementation plan that includes the following components:

- The CLASS Implementation plan develops action plans designed to increase and enhance the level of engaging interactions and learning opportunities provided to the children. Based on the action plans resources, coaching and /or additional methods of support will be provided, when necessary, to support the teaching team to improve areas of need.
- The School Readiness Implementation plan creates and implements action plans for achieving School Readiness goals based on data and input from governing boards and community. These action plans will:
  - Improve the quality of child-teacher interactions.

- Implement evidence-based teacher practices including implementation of evidence-based curriculum.
- Increase engagement of communication and inclusion of parents and families to support child, school readiness goals.
- Provide effective professional development so staff understand how they support school readiness; and
- Implement effective transitions to kindergarten and primary grades.

On February 20, 2020, we began implementing a three-part training for new hires. All our service area managers are tasked to train these new hires. This is to ensure new hires fully understand our policies and procedures and comply with these policies and procedures fully. In the process, we are building a supportive and welcoming environment for them.

**6b.** In the YCOE EHS home-based program, Itinerant teachers visit families at their homes and engage both children and parents in developmentally appropriate activities aimed at stimulating overall growth and development. The EHS Infant/Toddler Home Base programs uses the Partners for Healthy Baby with an enhancement of Creative Curriculum Learning Games. The curriculum used for the Infant/Toddler center-based program is the Creative Curriculum for Infants and Toddlers and Two's with an enhancement of Creative Curriculum Learning Games. The Resources for Infant Educators (RIE) learning approach supplements both infant/toddler programs.<sup>3</sup> The RIE approach supports self-directed motor development and play and interactions with other infants. It is a guide for respectful, cooperative, caring interactions between adult and infant. This approach is based on the relationship and trust that is formed between the infant and adult provider.

---

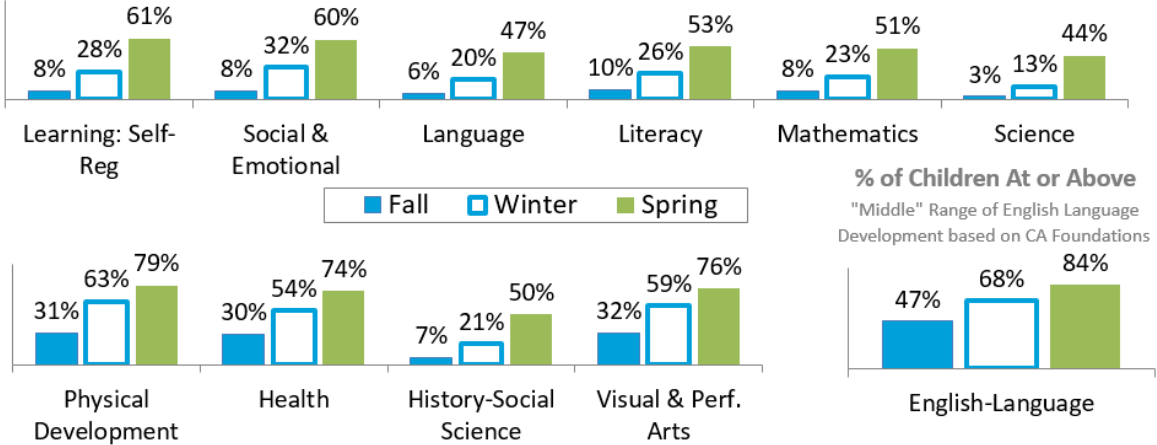
<sup>3</sup> Resources for Infant Educators, <https://www.rie.org/>

**6c.** YCOE HS/EHS utilizes the Ages & Stages Questionnaires (ASQ-3) and the Ages & Stages Questionnaires Social-Emotional (ASQ SE). These are developmental screening tools designed for children ages 1 month to 5 1/2 years. They rely on the parent being the expert and they highlight the children's strengths as well as areas of concern. During the School Readiness Committee meeting that takes place quarterly, YCOE HS continues to revise and restructure the School Readiness goals annually based on the most current assessment results and Committee's recommendations. CA Department of Education (CDE) has updated the child assessment tool (DRDP 2015) which also aligns more closely with the HS Framework. The assessment tool is a continuum and assesses children from 0-5 years old. The tool is based on previous instruments but has been refined with added elements that are essential to quality early childhood education. Utilizing the HS Framework, the School Readiness goals were broadened to ensure that newly developed outcomes could be included. YCOE HS/EHS classrooms use the DRDP 2015 assessments to monitor individual, classroom and program progress. The data is analyzed and reviewed to determine progress on the school readiness goals. Child and classroom goals are inputted into the lesson plan, with activities embedded in lesson plans to support those goals. Information is shared with parents, and activities that support the child's individualized goals are shared with the parent to support additional family engagement. We have three assessment periods over the course of our school year (Fall, Winter, Spring). Due to the COVID-19 pandemic and following guidance from CDE we only had two assessment periods (Fall & Winter) in the 2019-2020 school year. Below is the DRDP data disaggregated by developmental domain. The data shows growth over the assessment period in each of the developmental domains across the program. For the 2020-2021 school year we returned to three assessment periods, however, we will be utilizing the modified essential view approved by CDE.

# DRDP Results for Preschoolers

## Domain Comparison for All Preschoolers

Spring 2018-2019 Percentage of Children At or Above Foundation Expectations



	Total
# of Children	264
Average Age (years)	4.4
% of English Language Learners	69%

**7. Health:** Good health provides an important foundation for children, helping them to focus on school and other activities and nurturing their development. Access to health insurance, either private or Medi-Cal, publicly funded, is perhaps the most significant indicator and initial process to obtain, secure and manage health care services. Following the Early Periodic Screening, Diagnosis and Treatment periodicity, the family support services assistants and itinerant teachers work in collaboration with parents to ensure children obtain immunizations, tuberculosis clearance, well child exams and dental exams within the required timelines. When concerns are identified follow-up is done with parents and health care providers until concerns are addressed and family needs are met.

The Health Services Manager continues to work directly with family support services assistants and itinerant teachers to ensure health requirements are met. Results are shared monthly as part of

the health services report to the Director and the Policy Council members. Continued progress is made in the reporting process by sharing outcomes with immediate supervisors. Immediate Supervisors engage with staff and work in responding to areas of concern within an appropriate timeframe.

**8a. Family and Community Engagement:** YCOE HS/EHS has been very successful in building relationships with families through strategies, collaboration with community-based partners, and attendance at community events to further develop resources available for families based on needs and interests. YCOE HS/EHS continues to align the Family Partnership Agreement with the Head Start Parent, Family, and Community Engagement Framework. The following **strategies are used to build trusting and respectful relationships with families:**

- Upon enrollment, families are informed they are welcomed and encouraged to visit their child's classroom sites at any time. Due to COVID-19 pandemic we provide families with a virtual tour of the classroom.
- Teaching Staff conduct home visits at the beginning and end of each year with all families. The intent of the first visit is to learn about the child and his or her family at home, learn about the child and his family's culture, and learn how to best support the family. The intent of the second home visit is to inform families of their child's progress to date and review the child's goals that were created during the initial Parent-Teacher Conference. If necessary, the teacher and family work to modify and/or create new goals. In addition, they discuss the upcoming transition for those children that will be leaving our program. Due to the COVID-19 pandemic all Parent-Teacher Conferences and Home Visits were done virtually.
- The Director and Program Administrator attend the first Parent meetings at all sites to welcome parents to Head Start/ Early Head Start and to discuss the strong partnership



needed between the home and school. Parents learn about the important role they as parents have in the Head Start /Early Head Start program. Due to COVID-19 pandemic parent meetings were held virtually this year.

- Staff have informal daily conversations with all families to let them know how their children are doing in the program.
- Teachers conduct two Parent-Teacher Conferences annually to inform families on their children's progress.
- All families and children are greeted by name upon arrival at the site/classroom.
- Teachers receive training on how to be culturally responsive to families.
- Families receive two newsletters from the program, at the beginning and end of the year.
- Suggestion boxes are installed in each classroom and families are encouraged to provide feedback and suggestions for improvement.
- Parent surveys are distributed, collected, and analyzed to provide information on areas needing improvement.
- Most of the classrooms have at least one staff member that speaks the primary home language of children in the classroom.
- Program provides classroom materials that reflect all children's cultural backgrounds.
- Teaching staff are consistent and predictable in their physical and emotional care of all children.
- Interns and volunteers wear badges that identify their role in the classroom and training is provided ensuring professionalism and positive interactions with children and families occurs. Currently interns and volunteers are not working in the classrooms.
- Program has an open-door policy where families can come and discuss any issues and concerns, they may have with any upper management level staff anytime.

**8b. Engagement activities:** During the family partnership process, all families formulate goals, which are aligned with one of the Family Engagement outcomes. For school year 2020-2021, program utilized various data sources including child and family data to provide training and workshop opportunities to families in support of school readiness goals. YCOE provides opportunities for meaningful parent engagement that are respectful of families' backgrounds and reinforce the importance of the learning that occurs within a child's home environment.

YCOE's Family Support and Education staff work closely to further expand family participation in the program. Most of our parent engagement activities focus on literacy. These strategies include such as the Raising a Reader program that focuses on reading routine for children and their parents/guardians. Bright red bags filled with high-quality picture books are rotated into the homes of each enrolled child each week. Families are encouraged to have fun with the books – sharing books together and reading as a family is promoted as enjoyable time rather than “homework”.

**8c. Research Based Parenting Curriculum:** For **Year 4**, YCOE will continue to successfully implement the Raising A Reader Reading Program and closely monitor its impact on the Language and Literacy domain. Research has long supported the premise that children do better in school when parents are involved in their child's education.<sup>4</sup> Research has shown that children using Raising A Reader have tested at least twice as high as the national average for book knowledge, print knowledge and reading comprehension. For **Year 4**, YCOE will continue to implement the “Make Parenting A Pleasure” for the second year as this curriculum is beneficial to families.

Along with literacy trainings, families will continue to have the opportunity to participate in the following events (due to COVID-19 some of these events were either held virtually or cancelled):

---

<sup>4</sup> Henderson, A. and Mapp, K. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, <http://www.sedl.org/connections/resources/evidence.pdf>

- Fashion Show events where children and their families create different types and styles of clothing and do a runway show in front of their families, peers, and ~~their~~ teachers. This event is linked to our “Clothes” study, and has become a popular annual event.
- Recycle Wrecks Art Show where children and families use recycle materials to create a piece of art. The art work is displayed and families are invited to the show. This event is linked to our “Reduce, Reuse, Recycle” study where children learn the effects that they have on the environment
- Sports event where families are invited to come and participate in their favorite sport with their children. This event is linked to our “Balls” study.
- Read Across America Celebration where community officials volunteer to read to our Head Start/Early Head Start students to help emphasize the importance of reading and literacy.
- Classroom lending libraries.

For **Year 4**, the YCOE Head Start Program will continue to draw from a variety of data sources to determine what types of additional opportunities can be provided to families and make those opportunities meaningful to them. Additionally, we will continue to focus on supporting Family Support Staff on strategies on how to develop family partnership goals that are goal driven and meaningful to families.

For **Year 4** YCOE will continue to do the following to accomplish this goal:

1. Collect and analyze family data to provide meaningful training opportunities to them in support of their children’s school readiness goals.
2. Be intentional when it comes to collecting and analyzing family data to meet the needs of families.
3. FSSA Manager will conduct monthly site visits to observe how family support staff work with families and use the information for professional development purposes.

To support school readiness, the program will focus on Family Well-Being *Families as Learners*, and Families Engagement in Transition, which is part of the PFCE Outcomes. We will continue to report progress on PFCE outcomes to the Board and PC through presentations.

**8d. Key Strategies for Partnership Services:** Recognizing the critical importance of establishing effective partnerships with local providers, agencies, and organizations, YCOE HS/EHS will continue to forge partnerships with all available entities to ensure child/parent access and comprehensive delivery of support services. YCOE HS/EHS ensures that children and families receive an array of services and support that is both responsive and appropriate to each child’s and family’s developmental, ethnic, linguistic heritage and experience. The services include individualized services for typically developing children and those with disabilities in the areas of education, early childhood development, medical, dental, mental health and nutrition.

**8e. Community Partnerships:** YCOE HS/EHS plays an active role in the community: a) participating in community meetings, b) visiting other social services agency, schools, local businesses, and community associations and c) inviting staff from various organizations/agencies to visit our centers. HS/EHS staff regularly participates on multi-agency committees and interagency fairs. As an example, YCOE HS/EHS is a member of the Yolo County Alliance, a 45-member council that is made up of private and public agencies, businesses, and organizations – all of whom want to improve the lives of children.

The following table summarizes the multitude of partnerships that the YCOE HS/EHS has cultivated.

Agency/Organization	Services	MOU
Empower Yolo	Mental Health services e.g. Early Periodic Screening and Treatment, Parenting Workshops	NO
Yolo Health Department	Immunizations; Nutrition Services; WIC; Lead Poisoning Prevention; Public Health Nursing Services; Children's Medical Services	YES
Yolo County Children's Alliance	Health Insurance coverage	NO
CommuniCare Health Centers	Health Education; Dental Services; Health Fairs	NO
Health Education Council	Health and Nutrition Training; Health Education Fairs; Parent Training	YES
University of California-Davis	ECE Classroom Internship Program	YES
Yolo County School Districts	Collaborative Staff Training; Shared Facility Space;	YES
ALTA Regional & Education Local Planning Agency (SELPA)	Special Education Services	YES
First 5 CA	CA State Collaboration - QRIS	YES
City of West Sacramento	Shared Training; Quality Enhancement Funding	YES
Children's Home Society	Collaboration for the Family Child Care Network	NO
Yolo County Child Care Planning Council	County Child Care Assessment; Network of Early Childhood, Agency Staff, Providers and Parents	YES
Yolo County Dept. of Employment and Social Services	CAL Works, Child Welfare Services	NO
Health Services Advisory Council (physicians, dentists etc.)	Assess and address health issues in the Community and referrals to Medical Services	NO
RISE Inc.	Capay Valley Networking, Training and Resources	YES
Woodland Community College	Student Internship Program	NO
CSU Sacramento	Student Internship Program	YES
Carrington College	LVN Student Internship Program	YES
Woodland Public Library	Library Services	NO
First 5 Yolo	Collaborative ECE Agency Exchange including DLL and QCC grant partnerships.	YES

**Services for Children with Disabilities:** The program has increased collaboration with partnering agencies in recruiting children with disabilities. Our systematic approach of the referral process allows for successful assessment to support early intervention. This has led to the increase of children we serve with special needs. Relationships with school districts, special education programs and SELPA within Yolo County have been strengthened and YCOE works collaboratively to provide inclusive services to children with disabilities. This collaboration is beneficial for all children and supports our belief in inclusive practices. Additionally, there continues to be an increase in the number of referrals received for foster children. We feel this is a result of our community partnerships and our ability to serve those children and families who would most benefit from HS/EHS services.

**10. Transition:** YCOE continues to follow our comprehensive transition plan. This begins with the conversations of transitions during the enrollment process. Family Services Support Assistants (FSSA's) and teaching staff collaborate with the local school district to provide children with a smooth successful transition into the public school system. The School Readiness Committee is tasked with analyzing the data and making recommendations, including transition planning for children in the Head Start program to build current systems. All Family Partnership Agreements include a transition goal, and teachers provide activities in the classroom around transitions. In the past, during the month of January, Kindergarten teachers and/or Principals were invited to meet with families to go over the Kindergarten registration process. Now, that all our sites are located at the school district sites, we do not see the need for this. Instead, for **Year 4**, the Education and Family Support managers will collaborate and put together a workshop for families on kindergarten readiness. The workshops will be based on Kindergarten Readiness Curriculum.

As mentioned above, many of our sites are on the elementary school campuses and strong partnerships have been established. Transitions will continue to be successful because of the positive relationships already established with the five school districts.

**11. Coordination: Services to Enrolled Pregnant Women:** The YCOE Head Start/Early Head Start offers **Prenatal Services** to our pregnant mothers. Our home-based programs offer comprehensive services to expecting mothers to guide them through a healthy pregnancy. Having a healthy pregnancy is one of the best ways to promote a healthy birth. Getting early and regular prenatal care improves the chances of a healthy pregnancy. Our services include itinerant teacher home-based visiting and support, Partners for a Healthy Baby curriculum, socializations provided for expecting mothers, Educational, Nutritional, and Health services and assistance finding a regular provider for prenatal and post-term care.

**12. Transportation:** YCOE does not provide transportation services to families.

---

### **Section C. GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURE**

**Governance Structure:** a. YCOE has been in existence for more than 150 years and serves the needs of our local communities by directly operating a wide range of programs and services. YCOE has administered the HS program in Yolo County since 2004, and its staff is committed to cultivating effective partnerships within the local community. YCOE HS/EHS has been very successful at forging partnerships with institutions of higher education that provide student internships in various program areas. These institutions include Carrington College, the University of California, Davis, Sacramento State University, and Woodland Community College. The YCOE HS/EHS Director has the responsibility as the Coordinator of the Yolo County Local Child Area Planning Council, and is well informed with regards to the resources, issues/challenges, and trends relative to the early childhood community. In addition, YCOE Early Childhood Education

Department holds the fiscal responsibility for the Yolo County Quality Rating Improvement System (QRIS) for the CA Department of Education (CDE). This grant support quality improvement in State Preschool and Infant and Toddler classrooms.

**c. Organizational Structure:** Governing entities, the Policy Council and Superintendent of Schools, have clear lines of responsibilities. The Superintendent and YCOE Superintendent Advisory Team (SAT) have been providing close oversight of the YCOE HS/EHS program as well as designated federal reviews. The Superintendent's position is an elected position and allows him to represent a Board of One as the governing body. The Director of Internal Business Services has 18 years School Business experience. She has 15.5 years of service with a County Office and 2.5 as a District CBO. Members of the Policy Council require 51% of the membership to be made up of current parents in the program. There is a parent elected from each site that attends the Policy Council meeting as a voting member. Alongside this, parents who have moved on from HS/EHS oftentimes, stay on the Policy Council as Community Representatives.

### **Governing Body**

The two governing entities, the Policy Council and the Superintendent of Schools provide optimal governance for the HS/EHS program. These entities convene monthly to be debriefed by the HS/EHS management staff on all issues relative to program activities/operations such as challenges and successes. The Policy Council informational sharing procedures include: Content managers has prepared background report on an area seeking approval and the report is included in the Policy Council packet giving members time to review. At the Policy Council meeting, the manager presents the information and answers any questions that might be asked. The items then are put on the following month's agenda for approval giving the Policy Council the time needed to fully understand and vote accordingly. Additionally, these meetings afford parents an opportunity to review and approve service area plans; receive budget required task of governance



as outlined in the Program Performance Standards. The Superintendent of YCOE and his SAT team interface regularly and consistently with HS/EHS management and the full integration of the HS/EHS program into YCOE's fiscal, human resources, professional development and information technology systems can be considered an imitable organizational trait.

The Policy Council's monthly meetings is the time when the members can see and hear from all content area managers as well as site coordinators that oversee the location areas and classrooms that the member represents. The role of the Policy Council member is to bring back information learned at this meeting to the parent meeting that takes place monthly in their child's classroom. The parent meetings are the place to discuss new ideas, suggestions for parent engagement activities and to network with other parents whose child might be in the same classroom. Policy Council representatives have the responsibility to bring back information and to also hear from parents at the site level and their needs as parents at the site. The YCOE staff will provide highlights of the Policy Council meeting for the representatives to share at the site Parent meetings.

We have the Site Coordinators, Family Support Assistants and teachers in attendance at Parent meetings. Guest speakers are arranged when requested by the Parent group.

### **Relationships**

a. Recruitment of Policy Council representatives are planned at enrollment and at the initial parent meeting annually. Policy Council representatives must attend a half day orientation training on their roles and responsibilities. At the end of the initial PC training, new members are provided with a survey to request additional training as needed. The survey is collected and reviewed by the Program Director and additional training is provided upon request. The Policy Council offers parents the ability to be active advocates. Current legislation is shared at the Policy Council meetings. Parent surveys are completed program wide, and results are shared with staff, parents, and community partners. On an annual basis, YCOE has two or three representatives attend the

California Head Start Association Parent Conference where parents meet others in the role and participate in workshops and learning opportunities.

- b.** Within the training provided, parents' review the by-laws which provides the framework and foundations for the Policy Council and the Director reviews procedures around conflict of interest, commitment, and attendance.

There are times when a Policy Council member is unable to fulfill their year's commitment on the Policy Council, and elections are held at the site Parent meetings so that representation occurs by sites at the monthly Policy Council meetings. To accommodate Policy Council membership changes, a mid-year Policy Council Orientation for new representatives and current representatives will occur in annually April.

The Policy Council and the YCOE Board of Education are always invited to attend each other's meetings. If any parent is interested the Director would ensure that the Policy Council representative can learn about the organizational structure of YCOE. To encourage the flow of information between the Board and Policy Council, one of the Policy Council members is given the responsibility of attending the monthly Board meeting and bringing new information back to the Policy Council.

## **2. Human Resource Management**

### **a. Program Organizational Charts – included at end of Sub Section C**

**b. High Quality Staff:** Recruitment, selection, approval, and assignment of highly qualified staff continue to be a top priority for the agency, and opportunities for personal and professional development are plentiful. YCOE's Director holds a master's degree in Educational Leadership in Child Development, and HS/EHS staff has mandated experience and skills as required by the Head Start Program Performance Standards and the State of California childcare licensing regulations. The YCOE Early Childhood Education Department is a contractor of the California State

Preschool and Infant and Toddler Quality Rating Improvement System (QRIS) grant for Yolo County, which administers mentor coaching, stipends, and supplies to early childhood educators interested in enhancing their education and professional development, and ultimately support enhanced experiences for children from birth to age five in Yolo County. YCOE HS/EHS degrees for our staff include the following:

Management	Teaching Staff	Family Support Assistants
<ul style="list-style-type: none"> <li>▪ 3 Master’s degrees</li> <li>▪ 5 Bachelor’s degrees</li> <li>▪ 2 Associate’s degree</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 Master’s degree</li> <li>▪ 12 Bachelor’s degrees</li> <li>▪ 22 Associate’s degrees</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 Bachelor’s degrees</li> <li>▪ 3 Associate’s degrees</li> <li>▪ 1 None</li> </ul>

YCOE HS/EHS understands that having a Systems Approach to the management of program operations is vital to the success of the program in meeting mandates and requirements. Timelines support effective management of day-to-day operations, and a high level of communication (both internal and external) support the maintenance of trust, mutual respect, and sound decision-making among staff.

Teaching staff understand that planned class operations are the hours when children are scheduled to attend. Professional development, trainings, orientation, teacher planning, data analysis, parent-teacher conferences, and home visits occur during time when children’s needs have been met.

**c. Approach to orientation for new staff, consultants, and volunteers:** Yolo County Office of Education has a comprehensive orientation plan for new hires, consultants, or volunteers. A new hire must pass the rigorous review of the YCOE Human Resources Department, which includes a DOJ Criminal Background check, proof of TB and immunizations and Mandated Reporting training. Before new hires assume their roles and responsibilities, they meet with each service area managers to review policies and procedure for each service area. Throughout the year, usually during site visits, service area manager’s check-in with new hires regularly to ensure they receive needed support. In addition, YCOE collects and analyzes various data sources to determine professional development opportunities for staff. Annually, at the beginning of the year, staff are

provided with one week of pre-service training and workshops on topics ranging from health and safety to assessments and curriculum implementation. In addition, staff are provided with 4-5 in-service trainings throughout the year; and as of February 2021. YCOE HS/EHS began implementing a 3-part training for all new hires. Service area managers provide the training. Due to COVID-19 and shift in priorities, this process was disrupted this year. However, we plan to continue with the process by meeting new hires either in person or virtually for the school year 2021-2022.

d. Approach to Training Staff: YCOE's approach to staff development encompasses three primary strategies: 1) development of pedagogical knowledge (improved instructional strategies); 2) knowledge and application of developmentally appropriate assessments, and 3) resources to support families in guided interactive literacy activities. This training engages teachers in critical thinking, dialogues, reflection, knowledge building, risk taking, and problem solving. Examples of workshops include a) School Readiness through Meaningful Literacy, Nurturing Relationships and Play; b) Literacy for Life: Developing Skills for Children ages three and four; and c) Healing Children with Attention and Learning Challenges through Healthy Movement. Staff training is competency-based and paired with coaching opportunities to provide immediate feedback and learning opportunities. YCOE teaching staff also develops individualized professional development plans to guide both individual assessments and planning processes. Opportunities for staff to network with professionals from other sites for the purpose of information exchange and support are incorporated into training plans whenever possible, and professional growth opportunities are conducted regularly as a component of staff meetings and during planned training days. During the last quarter of the year, staff come together to share successes and challenges of the past year, provide input on Pre-Serve needs for the upcoming year, and support overall program planning efforts to ensure continuous program improvement.

### **3. Program Management/Quality Improvement**

**a. Program Planning/Systems for Program Oversight, Correction and Assessment:** There is a significant expertise within YCOE to guide and assure effective strategic and operational planning. The YCOE has a long history of collaborating with all constituencies to develop plans that identify service needs, align operations with service needs and maximize resources. The Superintendent or his/her representative will continue to participate with the HS/EHS Policy Council and staff in strategic planning.

YCOE HS/EHS is committed to engaging in continuous monitoring and annual self-assessment in order to ensure that: a) program management and service delivery strategies meet or exceed HS Performance Standards; b) timely responses meet program challenges; c) optimal delivery of health, education and social services are timely, responsive to children/family's needs, and culturally responsive; and d) adherence to federal cost principles and general accounting practices and appropriate documentation and valuation of the 20% non-federal share.

#### **Self-Assessment Summary**

Due to CIVID-19, all of YCOE sites and classrooms were closed as of March 2020. Services to children and families were provided virtually during this time. Sites started providing in-person instruction for cohort group after a year on March 1, 2021. Normally, the Self-Assessment is conducted in the month of January every year. Because of the restrictions COVID-19 presented, we were unable to conduct the Self-Assessment as planned. Therefore, the Self-Assessment was moved to April 2021. In the meantime, program continued monitoring the education, health, and ERSEA files to ensure staff continue to adhere to the 30, 45, 90-day mandates. Monitoring results were presented to PC members to inform PC members how we are operating under this unprecedented time. Once the Self-Assessment is completed in April 2021, we will continue

strategizing how best to address effective planning within operational changes that have recently been made.

After creating the Corrective Action Plan (CAP) based on the Self-Assessment Results, Management team meets quarterly to assess progress on areas needing improvement. During these meetings, if necessary, changes are made to action steps to ensure desired results are achieved in a timely manner. *Action steps are quickly revised and adjusted according to policy updates and monitoring results in this very fluid process.*

**b. Key Features of Program’s Management Process and System to Ensure Program Improvement:** YCOE administers a variety of distinct funding streams, all of which are uniquely accounted for in compliance with funder requirements. YCOE’s systems and processes ensure that record collection and reporting is specific to HS/EHS program mandates, and all required data is collected, maintained and reported in a timely manner as required by HS/EHS. HS/EHS will continue to maintain accurate and timely records on each child and family, with individual records monitored on an ongoing basis and data aggregated and analyzed using Child Plus. To ensure accurate monitoring through the year, YCOE has developed a Quality Assurance Monitoring (QAM) Team to conducts bi-yearly monitoring and a self-assessment. This team enforces a strong systems approach while providing consistency in the review of program areas. The QAM Team consists of the Program Administrator, the Health Services Manager and other service area Managers. The Program Information Report and all other required reports will continue to be completed and submitted in a timely manner. Significant progress was made this year by having the Quality Assurance Monitoring Team conduct ongoing monitoring. A program-wide systematic approach was used to ensure the process was consistent and effective. All areas were reviewed, and concerns identified were addressed in a timely manner. For **Year 4**, YCOE HS/EHS will continue to work on reducing Self-Assessment and on-going monitoring findings in Record

Keeping and Reporting by 15%. Based on our monitoring conducted in October 2020, we saw a significant improvement in the record-keeping and reporting area. For example, for Health, 86% of nutrition assessment records were filed in children's files and 88% of growth chart was completed and filed in children's files. The areas we need to continue improving include reducing missing treatment plan follow-up from 86% to 15%, reducing incomplete Blue CA immunization records from 59% to 0%, and increasing the collection of fluoride administration consent forms from 47% to 100%. Since students returned to school for in-person instruction on March 1, 2021, these goals can easily be achieved. The education service area showed the most improvement. Error rates for this service area were minimal. For example, 98% ASQ/ASQ-SE was completed on currently enrolled children. The next step for this area is to implement a Kindergarten readiness tool for all children who are transitioning to kindergarten to ensure they have the knowledge, skills, and behaviors necessary for a successful kindergarten entry. The ERSEA service area will work on reducing error rates for the 9600A applications (enrollment application) from 27 % to 15 % or less. These errors are minor errors such as not indicating if a parent is a "single" parent and the like. These are errors that can be eliminated through training.

**Team Facilitators:** Staff who are responsible for leading the Self-Assessment process annually include Gail Nadal, Early Childhood Director, Gustavo Melgoza, Health Services Manager, Genet Telahun, Program Administrator, Ameer Dowkes, Education/Special Services Manager, Lauren Zerkovich, Nutrition Specialist, and Nicole Castrejon, Family Support Services Manager.

YCOE Head Start/Early Head Start conducts a program self-assessment annually using staff, parents, governing bodies, and the community. Normally, the Self-Assessment takes place in the month of January, but this year's Self-Assessment was postponed until April 2021 due to COVID-19. The self-assessment is utilized to evaluate the effectiveness and progress in meeting program

goals, and to evaluate the effectiveness in implementing Federal and State Performance Standards and Regulations. The results of the self-assessment process influence the agency's program planning and the continuous improvement process.

The **most current** Office of Head Start Monitoring Protocol, in combination with Program Monitoring Tools, are used to conduct the review. The instruments relied upon multiple sources of evidence collected by individual team members and a consensus building process involving the entire team to determine findings for each of the compliance questions. The three possible conclusions the team makes for each of the core questions are: 1) Compliant; 2) Non-Compliant; and 3) Recommendations. A Corrective Action Plan is created based on findings. Once monitoring data is collected and analyzed, each service area manager is responsible for identifying areas of needing improvements, creating goals and objectives, and sharing the result with PC, the Board, and the management team. Progress on outcomes is shared quarterly during the monthly PC meeting.

**The following tables summarize YCOE's 2019-2020 Self-Assessment plan from last year.** Due to COVID-19 and all the restrictions it presented, program was unable to complete the Self-Assessment for the school year 2021-2022 as planned. YCOE HS/EHS intends to complete this task in **April 2021**. Although the Self-Assessment for program year 2021-2022 was not completed, YCOE HS/EHS continued monitoring the education, health, and ERSEA files during *COVID* to ensure staff continue to adhere to the 30, 45, 90-day mandates and as well as other state and local regulations. Monitoring results from the October on-going monitoring was presented to Policy Council members in February 2021. Once the Self-Assessment is completed in April, we will continue strategizing how best to address effective planning within operational changes that have recently been made.



<b><i>I. Program Governance (GOV)</i></b>		
Section 1 – Structure & Participation	Compliant	<b>Oversight:</b> Program Administrator
Section 2 – Roles, Responsibilities and Training	Compliant	<b>Oversight:</b> Program Administrator
Section 3 – Reporting to Governing Body and Policy Council	Compliant	<b>Oversight:</b> Early Childhood Education Director
<b><i>II. Management Systems (SYS)</i></b>		
Section 1 – Program Planning	Compliant	<b>Oversight:</b> Early Childhood Education Director Program Administrator
Section 2 – Ongoing Monitoring	Compliant	<b>Oversight:</b> Early Childhood Education Director Program Administrator
Section 3 – Human Resources	Compliant	<b>Oversight:</b> Human Resources Director
Section 4 – Communication	Compliant	<b>Oversight:</b> Early Childhood Education Director
Section 5 – Recordkeeping and Reporting	Recommendations	<b>Oversight:</b> Early Childhood Education Director Program Administrator, Health Manager
Section 6 – Strengths and Summaries	Refer to Self-Assessment	<b>Oversight:</b> Early Childhood Education Director Program Administrator

<b><i>III. Fiscal Integrity (FIS)</i></b>		
Section 1 – Financial Management Systems	Compliant	<b>Oversight:</b> County Schools Business Services Director
Section 2 – Reporting	Compliant	<b>Oversight:</b> County Schools Business Services Director

Section 3 – Procurement	Compliant	<b>Oversight:</b> County Schools Business Services Director
Section 4 – Compensation	Compliant	<b>Oversight:</b> County Schools Business Services Director
Section 5 – Cost Principles	Compliant	<b>Oversight:</b> County Schools Business Services Director
Section 6 – Facilities and Property	Compliant	<b>Oversight:</b> County Schools Business Services Director
<b><i>IV. Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)</i></b>		
Section 1 – Recruitment and Selection	Compliant	<b>Oversight:</b> Program Administrator/Family Support Manager
Section 2 – Eligibility	Compliant	<b>Oversight:</b> Program Administrator//Family Support Manager
Section 3 – Enrollment	Compliant	<b>Oversight:</b> Program Administrator//Family Support Manager
Section 4 – Attendance and Participation	Compliant	<b>Oversight:</b> Program Administrator//Family Support Manager

<b><i>V. Child Health and Safety (CHS)</i></b>		
Section 1 – Access to Health and Dental Care	Compliant	<b>Oversight:</b> Health Services Manager
Section 2 – Screening and Referrals	Compliant	<b>Oversight:</b> Education Services Manager Health Services Manager Nutrition Specialist
Section 3 – Safe Physical Environments	Compliant	<b>Oversight:</b> Education Services Manager Health Services Manager Support Operations Services Director

Section 4 – Healthy Practices and Routines	Compliant	<b>Oversight:</b> Education Services Manager Health Services Manager Nutrition Specialist
Section 5 – Appropriate Group Sizes	Compliant	<b>Oversight:</b> Education Services Manager Program Administrator
Section 6 – Transportation and Supervision	Compliant	<b>Oversight:</b> Health Services Manager Education Services Manager Support Operations Services Director

***VI. Family and Community Engagement (FCE)***

Section 1 – Partnerships with Families	Compliant	<b>Oversight:</b> Program Administrator
Section 2 – Parent-Child Relationships	Compliant	<b>Oversight:</b> Program Administrator Education Services Manager
Section 3 – Parents as their Child’s Educators	Compliant	<b>Oversight:</b> Program Administrator Education Services Manager
Section 4 – Parents in Transitions	Compliant	<b>Oversight:</b> Program Administrator Education Services Manager
Section 5 – Community Partnerships	Compliant	<b>Oversight:</b> Program Administrator

***VII. Child Development and Education (CDE)***

Section 1 – School Readiness	Compliant	<b>Oversight:</b> Education Services Manager
Section 2 – Curriculum Selection and Implementation	Compliant	<b>Oversight:</b> Education Services Manager
Section 3 – Individualizing	Compliant	<b>Oversight:</b> Education Services Manager
Section 4 - Quality Teaching and Learning	Compliant	<b>Oversight:</b> Education Services Manager

**Goal:** This is to be determined after the Self-Assessment is completed in April 2021.

**Objectives:** This is to be determined after the Self-Assessment is completed in April 2021.

**Expected Outcome:** For Year 4, YCOE HS/EHS will continue to use the continuous quality improvement cycle (Plan, Do, Check, Act) to continue providing high quality services to children and families throughout Yolo County. The continuous provision of quality services to children and families is achieved in various ways including the use of data in a meaningful manner, creating curiosity, and asking “WHY”, reflecting on past, present, and future practices, using non-compliant issues as an opportunity to learn, welcoming feedback, and focusing on strengthening systems.

In addition to adhering to the practices indicated above, for **Year 4**, YCOE will continue with ongoing monitoring including Self-Assessment, continue to monitor children’s health and attendance records daily and monthly, observe teachers and family support staff on a regular basis and provide feedback and suggestion to improve services to children and families. Further, YCOE will continue to offer self-directed professional learning communities and increase preparation time for teachers. Our site coordinators will continue to fulfill their roles and responsibilities as instructional leaders. Managers will continue to work aggressively on creating systems that promote continuous quality improvement across the board.

- a. For **Year 4**, YCOE HS/EHS will also focus on Relationship, Routines, and Readiness. YCOE HS/EHS understands the importance of relationship and routines as it related to kindergarten readiness. Strong and meaningful relationship between children and their caregivers is achieved through Continuity of Care. For children knowing that their teacher will be in the classroom allows a child to feel comfortable, secure, and content; and learning and play opportunities will become meaningful. YCOE HS/EHS has been providing high quality and comprehensive child development services to low-income children and

families for over 15 years. YCOE HS/EHS has dedicated individuals who see the program as the most important social and educational investment for children and families in the community. Our goal for **Year 4** is to continue having a strong presence in the community and improve the quality of our program based on the needs of the children, families, and the community. The YCOE management system ensures budget and staffing patterns that promote continuity of care, allow enough time for staff participation in training and professional development, and the provision of the full range of services.



**Head Start / Early Head Start  
Staffing Approach 2021-2022**

**Head Start**

Option/Site	Total Enrollment	Hours Per Day	Days Per Year	Staffing
<b>Greengate</b> 285 W. Beamer St. Woodland, CA 95695	State Collaboration 36	9:00-3:30 (6.5)	175	(2) 1.0 T (3).8125 AS (1).9063AS
<b>Prairie Elementary</b> 1444 Stetson St, Woodland, CA 95776	Full Day State Collaboration 20	7:30-4:00 8.5	175	(1) 1.0 T (2)1.0 AS (1).5625 AS
<b>Plainfield</b> 20450 Co Rd 97 Woodland, CA 95695	Full Day State Collaboration 16	7:30-4:00 8.5	175	(1) 1.0 T (1)1.0 AS (1) .3438 AS
<b>Esparto Community</b> 26479 Grafton St. Esparto CA 95627	State Collaboration 16	8:30-3:00 6.5	175	(1) 1.0 T (1) .8125 AS (1) .5 AS
<b>Esparto Elementary</b> 17120 Omega St. Esparto, CA 95627	Full Day State Collaboration 16	7:30-4:00 8.6	175	(1) 1.0 T (1)1.0 AS (1) .5 AS
<b>Alyce Norman-PS 1</b> 1200 Anna St. W. Sac, CA 95605	Full Day & Full Year State Collaboration 16	7:30-4:00 8.5	175	(1) 1.0T (1) 1.0 AS (1) .375 AS
<b>Alyce Norman-PS 2</b> 1200 Anna St. W. Sac, CA 95605	Full Day State Collaboration 16	7:30-4:00 8.5	175	(1) 1.0 T (1) 1.0 AS (1) .5 AS
<b>Alyce Norman-PS 3</b> 1200 Anna St. W. Sac, CA 95605	Full Day and Full Year State Collaboration 20	7:30-4:00 8.5	240	(1) 1.0 T (2)1.0 AS (1) .625 AS
<b>Alyce Norman-PS 4</b> 1200 Anna St. W. Sac, CA 95605	Full Day State Collaboration 16	7:30-4:00 8.5	240	(1) 1.0 T (1)1.0 AS (1) .5 AS
<b>Alyce NormaN-PS 11</b> 1200 Anna St. W. Sac, CA 95605 (Old Charter 1)	State Collaboration 20	8:30-3:00 6.5	175	(1) 1.0 T (2) .8125 AS (1) .5 AS
<b>Alyce NormaN-PS 12</b> 1200 Anna St. W. Sac, CA 95605 (Old Charter 2)	State Collaboration 20	8:30-3:00 6.5	175	(1)1.0 T (2).8125 AS (1).5 AS
<b>Wolfskill</b> 200 Baker St Winters, CA 95694	State Collaboration 16	7:30-4:00 8.5	175	(1) 1.0 T (1)1.0 AS (1).50 AS
<b>Valley Oak</b> 1400 E. 8th St. Davis, CA 95616	State Collaboration 19	9:00-3:30 6.5	<b>175</b>	(1)1.0 T (2).8125AS (1).5AS
<b>Total HS</b>	<b>247</b>			
<b>Alyce Norman-PS 5</b> 1200 Anna St. W. Sac, CA 95605	<b>State Preschool</b> <b>16</b>	<b>7:30-4:00</b> <b>8.5</b>	<b>240</b>	(1) 1.0T <b>(1) 1.0 AS</b> <b>(1) .625 AS</b>



**Head Start / Early Head Start  
Staffing Approach 2021-2022**

**Early Head Start**

<b>Home Base</b> County-wide	37	1.5-hour weekly home visits. 2-hour socializations	46 home visits 24 socializations	(3) 1.0 IT (1).5 IT
<b>Valley Oak (EHS)</b> 1400 E. 8th St. Davis, CA 95616	12	7:30-4:00 8.5	240	(2) 1.0 T (1) 1.0 AS (1) .75 AS
<b>Lemen</b> 1230 ½ Lemen Ave. Woodland, CA 95776	CCTR/EHS 12	7:30-4:00 8.5	240	(2) 1.0 T (1) 1.0 AS (1) .75 AS
<b>Alyce Norman</b> 1200 Anna St. W. Sac, CA 95605	CCTR/EHS 27	7:30-4:00 8.5	240	(4) 1.0 T (4) 1.0 AS (1) .75 AS
<b>Total EHS</b>	<b>88</b>			
<b><u>TOTAL HS/EHS</u></b>	<b><u>335</u></b>			
<b><u>TOTAL HS/EHS/STATE</u></b>	<b><u>351</u></b>			

**NOTE: ESPARTO ELEMENTARY WILL BE MOVED TO WOODLAND AT THE END OF MARCH 2021. WE ARE SERVING CHILDREN VIRTUALLY RIGHT NOW!**

## PROGRAM GOAL UPDATES

These goals were developed through various data sources including CLASS, child outcome data, family outcome data, Professional Development Needs Data, Self-Assessment, Community Assessment, and numerous internal monitoring tools including various checklists. YCOE has spent a significant amount of time examining these data sources, asking ourselves where we want to be five years from now. The ultimate goal for our program is to establish effective service delivery system that strongly links school readiness and family engagement activities for successful child outcomes. The YCOE Head Start/Early Head Start program wants all children to have the necessary skills to be successful beyond kindergarten. In addition, we want Families to feel confident and competent in their role as their children’s first teacher. The section below highlights our plan for year 1 of the 5-year Grant Application:

<b>Long Term Program Goal 1:</b> <b>At least 80% of the 335 children served will maintain an attendance rate at or above 90% throughout the year.</b> <b>SHORT TERM OBJECTIVES:</b> Provide at least two parent trainings at the beginning of the year on health and safety to ensure children are not missing school due to health and safety issues. <b>GOAL DEVELOPMENT TEAM:</b> Family Support Services Manager (Nicole Castrejon), Education Manager (Amee Dowkes), Program Administrator (Genet Telahun), Health Services Manager (Gustavo Melgoza), Director (Gail Nadal), Policy Council (PC) members, and the YCOE Board of Education. Goals were developed and brought to the Policy Council members for review and given the opportunity to provide feedback and suggestions. The PC selected goals that are meaningful to them and their children.							
Action Steps	Progress, Outcomes, and Challenges				YEAR 2 PROGRESS/OUTCOME	YEAR 3 PROGRESS/OUTCOME	YEAR 4 PROGRESS/OUTCOME
	TIMEFRAME	INDIVIDUAL RESPONSIBLE	METHODS FOR TRACKING PROGRESS/MONITORING	EXPECTED OUTCOME			
Provide parent trainings on Health and Wellness.	October- June	Nutrition and Wellness Coordinator and Health Manager	Child Plus Attendance Report, and Parent Surveys are used to track the success of YCOE’s programs.	Program will reduce the number of children who are out during the flu season.	Enrollment records are reviewed during enrollment to ensure health issues are addressed promptly to minimize absences. Attendance data is monitored closely. Staff work collaboratively with parents to ensure timely follow-up is done on absent children. Parent training is taking place on health promoting attendance.	The average attendance rate for the entire program from July 2019 to January 2020 was at 89.29%. By June 20, 2020, we believe that we will meet this goal. We were unable to provide parent training because our Nutrition Specialist was just hired. For year 3, we would like to continue with this goal but instead of focusing on health service area, we will focus on ERSEA	We are unable to achieve this goal due to COVID-19. All sites were closed starting March 2020. Children received virtual instructions during this time. Children returned to school on March 1, 2021. We would like to keep this goal for year 4.
Prepare newsletters and other informational hand outs before the flu season begins to provide families with tips on what they can do to minimize illness impact.	October- June	Nutrition and Wellness Coordinator and Health Manager	Child Plus Attendance Report, and Parent Surveys are used to track the success of YCOE’s programs.	Program will reduce the number of children who are out during the flu season.	Staff will monitor the publication to ensure information is disseminated to families regularly on encouraging and supporting regular attendance as well as on cold weather safety. We met this goal by 100%	This goal was met. We distributed our first newsletter in August 2019. It was in both Spanish and English. The newsletter included health information.	All sites were closed starting March 2020 due to COVID-19. Children received virtual instructions during this time. Children returned to school on March 1, 2021. We would like to continue working on this goal for year 4.
Provide resources to families on health and home safety at the time of enrollment. This will ensure families have needed resources to maintain successful attendance goals.	October- June	Nutrition and Wellness Coordinator and Health Manager	Child Plus Attendance Report, and Parent Surveys are used to track the success of YCOE’s programs.		To date, resources have been provided to families on health, nutrition mental health and home safety have needed resources to keep their families healthy and maintain successful attendance goals. YCOE HS/EHS has made improvement over the first year on maintaining average attendance rates. The program will continue working on this goal in year two to ensure significant improvement is made. The program will continue to aggregate, analyze, and share the data for continuous improvement.	This was met. We continue to provide this information at enrollment, during home visits, and throughout the year. For year 3, we are considering adding more attendance resources into what we already have.	All sites were closed starting March 2020 due to COVID-19. Children received virtual instructions during this time. Children returned to school on March 1, 2021. We would like to continue working on this goal for year 4.



<p><b>Long Term Program Goal 2:</b> The program will strengthen partnerships with at least 60% of families to ensure children transitioning to kindergarten are prepared for kindergarten and beyond by the end of June each year.</p> <p><b>SHORT TERM OBJECTIVES:</b> Parents will understand the vital role they play in the education of their children, know how to advocate for their children, participate in program activities, receive up to date information on how their children are progressing overtime.</p> <p><b>GOAL DEVELOPMENT TEAM:</b> Family Support Services Manager (Nicole Castrejon), Education Manager (Amee Dowkes), Program Administrator (Genet Telahun), Health Services Manager (Gustavo Melgoza), Director (Gail Nadal), Policy Council Members, and the YCOE Board. Goals were developed and brought to the Policy Council members for review and given the opportunity to provide feedback and suggestions. The PC selected goals that are meaningful to them and their children.</p>							
<b>Progress, Outcomes, and Challenges</b>							
Objective(s)	TIMEFRAME	INDIVIDUAL RESPONSIBLE	METHODS FOR TRACKING PROGRESS/MONITORING	EXPECTED OUTCOME	YEAR 2 PROGRESS/OUTCOME	YEAR 3 PROGRESS/OUTCOME	YEAR 4 PROGRESS/OUTCOME
Provide School Readiness Training to all families at the beginning of the year. This training will include information on school readiness goals, parent rights to advocate for their children, Strategies for families to support children at home to ensure children achieve their school readiness goals.	Beginning October 2019	Education Manager, Program Admin, FE Manager, and Education Specialist	Child Assessment Data Outcomes, Parent Surveys	Program will increase child outcomes by 20% across all developmental domains by June 2019.	YCOE achieved half (50%) of the goal. Parent participating in program activities such as parent meeting, orientation, and workshops has increased on average only by 30%. We would like to continue working on this area for year two.	Partially met. Site coordinators provided SR training during parent orientation. However, we are still struggling with parent participation. We do have high turnout when we have big events such as Sports day, Fashion show, and recycling. However, we continue to struggle to bring in parents for a regular parent meeting. We will continue to work on this.	We are unable to achieve this goal due to COVID-19. All sites were closed starting March 2020. Children received virtual instructions during this time. Children returned to school on March 1, 2021. We would like to keep this goal for year 4.
Provide School Readiness workshops to families at the beginning of the year. Workshops will include the following topics: 1) parent rights 2) how parents can advocate for their children beyond preschool, 3) what parents can do to support school readiness goals at home to strengthen the home and school connection.	Beginning October 2019	Education Manager, Program Admin, FE Manager, and Education Specialist	The number of workshops provided to families is tracked using excel spreadsheet. Every time program provides parent training, the spreadsheet is updated. The number of families who attended workshops are also tracked using the same method.		School Readiness training was provided to families during parent orientation at the beginning of the year. School readiness has been on-going on the agenda during the bi-monthly parent meeting.	This was met. Site coordinators provided SR training during parent orientation.	Children returned to school on March 1, 2021. We would like to keep this goal for year 4.

**Long Term Program Goal 3:**

Develop a system to support each child's social emotional needs and reduce challenging behaviors in the classroom.

**SHORT TERM OBJECTIVES:**

Increase staff's knowledge and skills on strategies to help children develop social skills, create a harmonious classroom environment, address challenging behaviors appropriately, and support children in self-regulation.

**GOAL DEVELOPMENT TEAM:**

Family Support Services Manager (Nicole Castrejon), Education Manager (Amee Dowkes), Program Administrator (Genet Telahun), Health Services Manager (Gustavo Melgoza), Director (Gail Nadal), Policy Council Members, and the YCOE Board. Goals were developed and brought to Policy Council members for review and given the opportunity to provide feedback and suggestions. The PC selected goals that are meaningful to them and their children.

Objective(s)	Progress, Outcomes, and Challenges						
	TIMEFRAME	INDIVIDUAL RESPONSIBLE	METHODS FOR TRACKING PROGRESS/MONITORING	EXPECTED OUTCOME	YEAR 2 PROGRESS/OUTCOME	YEAR 3 PROGRESS/OUTCOME	YEAR 4 PROGRESS/OUTCOME
Teaching Staff will be provided on-going training and mentoring in the area of Second Step Curriculum.	August 2019	Program Administrator, Education Services Manager, Education Specialist, YCOE Director of Curriculum and Instruction	Sign in Sheets, training materials, evaluations	Teaching staff will successfully implement and understand the benefits of the curriculum, which will help to build social emotional competence and reduce challenging behaviors in the classroom.	YCOE was able to achieve this goal but the need for supporting teachers on how to successfully work with children with challenging behaviors continues to be a need in our program. YCOE will continue to work on this in year two.	This was met. We have a better system to support teachers on how to work with children with challenging behaviors. Our newly hired Resources Specialist has a regular site visit to provided support to teachers. We are doing well in this area, but we still have children that have severe challenging behaviors. For year 3, we will continue to work on this goal. We just received the Inclusion grant from CDE. The money will be used to improve this area even more.	Children returned for in-person instruction as of March 1, 2021. We would like to keep this goal for year 4. Now that children are back in school, they need intensive social and emotional support to successfully transition from EHS to HS and from HS to Kindergarten.
Staff will be provided with on-going training and mentoring in the area of Creative Curriculum.	August 2019	Program Director, Program Administrator and Education Services Manager	Sign in Sheets, training materials, evaluations, CC fidelity monitoring results	Teaching staff will successfully implement and understand the benefits of the curriculum.	Creative Curriculum training was provided at the Pre-Service August 2018. YCOE is also in the process of implementing the CC Curriculum Fidelity tool to ensure that CC is implemented as intended.	Partially met. We did not provide formal CC training, but the education team supports teachers in this area, and they are doing a good job.	We are unable to achieve this goal due to COVID-19. All sites were closed starting March 2020. Children received virtual instructions during this time. Children returned to school on March 1, 2021. We would like to keep this goal for year 4.
Staff will be provided with on-going DRDP 2015 training and mentoring.	August 2019	Program Director, Program Administrator and Education Services Manager	Sign in Sheets, training materials, evaluations	Teaching staff will successfully implement and understand the benefits of the DRDP 2015	YCOE provided this training during the August 2018 Pre-Service training. YCOE plans to provide this training again during 2019 pre-service training.	This was met. This was provided in August.	We would like to work on this goal for year 4. Staff need a refresher DRDP training. We also have several new teachers who can benefit from this training.
Staff will be provided on-going training in the alignment of the DRDP 2015, ELOF, CA Preschool Learning Foundations, and	August 2019 and on-going	Program Director, Program Administrator and Education Services Manager	Sign in Sheets, training materials, evaluations, education monitoring results	Teaching staff will successfully implement and understand the benefits of the alignment of these tools.	This was provided during the 2018 pre-service training. YCOE plans to do the same during 2019 pre-service.	This was met. This was done in August. Wested provided this training to all our teaching staff.	We would like to work on this goal for year 4. Staff need a refresher DRDP training. We also have several new teachers who can benefit from this training.

School Readiness Goals.							
Staff will be provided with on-going training and mentoring in CLASS using a group format practice-based coaching (TLC). Staff will understand the importance of Engaging Interactions and Environments and how it supports Classroom Organization, Emotional Support and Instructional Support.	August 2019 and on-going	Program Director, Program Administrator and Education Services Manager	Sign in Sheets, training materials, evaluations CLASS scores, Child Assessment Results	Teaching staff will successfully implement and understand the benefits of CLASS in supporting children.	YCOE was able to implement TLC and we are seeing the impact of TLC in majority of our classrooms. Our Spring CLASS observation is coming up soon and we will be able to see the impact once we have the data. YCOE plans to continue to provide PD through the TLC model for the 2019-2020 school year.	CLASS training will be provided on March 6. We do not see a need for on-going CLASS training because our teachers are exposed to CLASS through TLC participation and one on one coaching. In addition, CLASS scores are reviewed with all teachers and teachers are provided with strategies on how to improve on areas needing improvement.	We are unable to achieve this goal due to COVID-19. All sites were closed starting March 2020. Children received virtual instructions during this time. Children returned to school on March 1, 2021. We would like to keep this goal for year 4.
Provide language and literacy training for teaching staff to deliver appropriate language and literacy foundations that link to DRDP has and address the needs of Dual Language Learners.	August 2019 and on-going	Program Director, Program Administrator and Education Services Manager	Sign in Sheets, training materials, evaluations CLASS scores, Child Assessment Results	Enhanced language and literacy experiences for enrolled students.	YCOE was able to provide one training in this area but our teachers requested for more training in this area. For the school year 2019-2020, YCOE is taking part in the SEAL (Sobrato Early Academic Language (SEAL) initiative and will be receiving intensive PD in this area.	Partially Met. All of our teachers from Woodland, Esparto, Davis, and Winters received a dual language development training through the SEAL program and they are participating in it. We plan to implement SEAL in West Sacramento next year. The sites who are already participating are doing very well. We strongly believe that this will raise our CLASS scores across domains and dimensions for the upcoming school year.	This goal was met. All sites are now utilizing SEAL. However, due to COVID-19, strategies from the SEAL were used virtually and with a smaller number of children. Now that the children are back for in-person instructions, we would like to continue supporting teachers on how to implement SEAL strategies in the classroom environment in year 4.
Provide math training for teaching staff to deliver appropriate lessons on number concepts and quantities, measurement, and comparison.	August 2019 and on-going	Program Director, Program Administrator and Education Services Manager	Sign in Sheets, training materials, evaluations CLASS scores, Child Assessment Results	Enhanced math experiences for enrolled students.	One of our YCOE staff, Director of Instructional Support, provided this training. Teachers provided positive feedback about the training and for the school year 2019-2020, we plan to invite this trainer to come and provide more training to our teachers in this area.	Will be meeting this goal soon. ALL our teaching staff will be attending the STEM conference on May 4. We plan to focus in this area once staff have formal training in this area.	We are unable to achieve this goal due to COVID-19. All sites were closed starting March 2020. Children received virtual instructions during this time. Children returned to school on March 1, 2021. We would like to keep this goal for year 4.



# Head Start / Early Head Start/State Selection Criteria



Score: \_\_\_\_\_

Instructions

- Complete Selection Criteria Worksheet During Intake.
- Parent/Guardian Signature Required.
- When Selection Criteria points Are Equal, Priority Is Based on the Date Applications Are Received.
- **Statement of Release Must Be Complete Prior to Evaluating Need and Completing Selection Criteria.**

Child's Name: \_\_\_\_\_ Child's D.O.B: \_\_\_\_\_  
 Date of Application: \_\_\_\_\_  
 Age Verification:  Birth Certificate  Baptismal Record  Court Document  Other \_\_\_\_\_  
 Parent/Guardian Name: \_\_\_\_\_  
 Parent/Guardian Name: \_\_\_\_\_

Income received in previous calendar year or last 12 months:

*Public assistance (TANF/Calworks)*     *SSI/SSA*     *Homeless/McKinney Vento*

*Foster Care Grant*

W-2    1040 Tax Return    Pay Stubs (12mo.)\*    Training Stipends    Child/ Spousal Support

Employer Declaration\*    EDD Disability/Unemployment    Self Employed\*

Workers compensation    Education scholarships    No Income\* - Attach Verification

Other\*: \_\_\_\_\_

**I certify under penalty of perjury that the following information is true and correct. Falsification of qualifying information is a Federal offense and will immediately invalidate eligibility status for the program.**

Parent/Guardian's Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

\*\*\*\*\* **STAFF USE ONLY** \*\*\*\*\*

**Income Eligible:**  Yes  No

Enrollment Date: \_\_\_\_\_ **Check One:**  Center Base     Home Base

Entry Date: \_\_\_\_\_ Teacher/Site: \_\_\_\_\_ / \_\_\_\_\_

**Total family income:** \$ \_\_\_\_\_

Source of Income: \_\_\_\_\_ Date of Income: \_\_\_\_\_

*\*Multiple income sources may be added as total family income*

**Income verified by (Staff Signature):** \_\_\_\_\_ **Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Federal Poverty Guidelines (Circle number in family)**

1	\$12,880	4	\$26,500	7	\$40,120
2	\$17,420	5	\$31,040	8	\$44,660
3	\$21,960	6	\$35,580	9	\$49,200

**Add \$4,540 for each additional member**

Income Guidelines Revised February 11, 2021

\*\*\*\*\* **ERSEA Manager Approval Required for Over-Income and Head Start Staff Family Members** \*\*\*\*\*

**Over-Income:** Approved  Yes  No Approving Supervisor: \_\_\_\_\_ Date Approved: \_\_\_\_\_

Verified Over-Income percentage: \_\_\_\_\_ *May not exceed 130% of the Federal Poverty Level*

**HS Staff Member:** Approved  Yes  No Approving Supervisor: \_\_\_\_\_ Date Approved: \_\_\_\_\_



# Head Start / Early Head Start/State Selection Criteria

Child's Name: \_\_\_\_\_

Income	Score	Add all which apply
Low income 0-25% below poverty guidelines	25	
Low income 26-75% below poverty guidelines	20	
Low income 76-100% below poverty guidelines	15	
<b>Over-income 101-125% over poverty guidelines</b> *Requires approval prior to enrollment*	10	
<b>Over-income 126-[&lt;130%&gt;] over poverty guidelines</b> *Requires approval prior to enrollment*	5	
<b>Over-income 131% over poverty guidelines</b>	0	
Age (by Compulsory School Age; December 1st)		
HS Third year in program	25	
HS 4 years old	20	
HS 3 years old	15	
EHS 1-35 months	10	
EHS 1 to 35 months (Child born in the following months; June, July, and August)	15	
Environmental Factors		
Teen Parent (19 & under at time of application)	20	
Pregnant Mother* EHS HB Only	10	
Transition from EHS to HS (first transition to ½ or FD)	15	
Mental Health or Special Needs of Parent*	15	
Referral from outside agency*	15	
Relocation* (Military, Another Country, Refugee)	10	
Homeless* <i>Child/family that falls under McKinney Vento Act</i>	20	
History of Substance or Child Abuse/Neglect*	20	
History of Domestic Violence*	20	
Family in Crisis (loss of home, divorce, grief, incarceration etc.)*	20	
Disability		
Diagnosed with IEP or IFSP (0-5), Mental Health or Special Needs Affecting Learning	30	
Diagnosed Health Concern Affecting Learning (vision, hearing, emotional, diabetes)*	15	
Other		
Foster Parent*	20	
Sibling* <i>Case by case basis- depending on Waitlist and Selection Criteria</i>	15	
Guardian/Grandparent*	10	
One Parent*	10	
Language Barrier	10	
Highest Education Level of Family (below High School graduate)	10	
<b>* Documentation Required</b>	<b>Total</b>	



## Yolo County Office of Education Head Start/Early Head Start

---

### **BUDGET JUSTIFICATION-HEAD START**

#### **HEAD START BASIC**

The 2021-2022 Yolo County Office of Education (YCOE) Head Start (HS) budget submission covers the FOURTH year of this 5 year grant application. This budget supports the program goals and objectives as noted in Section I Program Design and Approach to Service Delivery which is determined and supported by the Community Assessment, Performance Standards, Head Start Act, local and state safety and health regulations and local needs.

#### **BUDGET JUSTIFICATION BY CATEGORY**

**Personnel** **\$ 1,608,418**

The budget for personnel includes funds for all the positions to be paid by this grant along with funds to cover any substitutes needed throughout the year. Extra duty/overtime funds have been allocated to support the cost of trainings for staff. The budget detail document lists all the positions and FTE's supported by the grant.

**Fringe Benefits** **\$ 617,419**

YCOE offers a menu of health benefits and contributes \$ 675.00 monthly to each full-time employee towards the cost of the employee's health coverage. For employees working less than full-time the amount YCOE contributes is prorated based on the number of hours the employee works. YCOE contributes to Social Security, Medicare, unemployment insurance, worker's compensation insurance and deducts all requisite payroll taxes.

**Travel** **\$ 0**

Funds have been allocated to cover travel expenses for staff to travel to trainings such as airfare, mileage, meals, conference registrations, etc.

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

**Equipment** **\$ 0**

No funds have been allocated for equipment.

**Supplies** **\$ 81,263**

Funds have been allocated for office supplies (general office supplies, paper, pens, ink cartridges, small tools, electronics, small machines such as a fax, office furniture, etc.), healthy/disability services supplies (toothbrushes, toothpaste, Kleenex, latex gloves, first aid, etc.), instructional materials (paper, paint, clay, project supplies and other consumables), pupil service supplies, and gasoline for our vans.

**Contractual** **\$ 0**

No funds have been set aside for this line item.

**Construction** **\$ 0**

No funds have been set aside for construction.

**Other** **\$ 447,219**

Funds have been allocated for other costs necessary to run the program effectively including van maintenance and repair, software licenses, M&O, copy machine maintenance, copy center, postage, internet, dues and memberships, insurance, local travel, nutrition services, child service consultants, and parent service consultants.

**Total Direct Charges** **\$ 2,754,319**

This is the total amount allocated to pay for all the direct services needed to operate the program.



**Indirect Costs** **\$ 293,059**

The approved indirect cost rate for 2021-2022 is 10.64%

**Total Head Start Budget** **\$ 3,047,378**

### **ADDITIONAL SUPPLEMENTAL INFORMATION**

#### **Administrative Costs**

The amount of administrative costs included in this budget is \$451,754 which equates to 11.73% of the total budget, T&TA and non-federal share included. The administrative cost is 3.27% below the 15% limitation.

#### **Head Start Non-Federal Share**

**Volunteers** **\$ 0**

Community volunteers are valued at the appropriate salary and statutory benefits for the functions they perform as a service to our program. Rates are determined by various YCOE salary schedules or if YCOE does not have the position then a salary comparison in our community is done to determine the rate. The community volunteers include members of the community, student nurses from Carrington College, the Public Health Department and interns from the University of California, Davis. At this time volunteers are not allowed on sites due to COVID-19 restrictions.



**Yolo County**  
**OFFICE OF**  
**EDUCATION**

**Services** **\$ 35,461**

Health screenings are conducted for each of the 296 students enrolled in our program. They are provided by CommuniCare Health Centers and the Public Health Department. Each screening is valued at \$59.90 per screening which are conducted twice a year.

**State Funded Programs** **\$ 668,421**

All of our preschool classrooms are blended with State Preschool grant dollars.

**Supplies** **\$ 31,426**

Various community agencies donate supplies, including toys, office supplies and books.

**Parent Volunteers** **\$ 0**

Parents volunteer at the centers by providing additional support in the classrooms doing activities such as setting up tables, working with students on instructional activities, reading books to students, cleaning up the classroom, reinforcing the classroom activities at home through working with their children on their homework, etc. At this time parent volunteers are not allowed on sites due to COVID-19 restrictions.



**Professional Volunteers**

**\$ 0**

Professionals volunteers include Pediatricians, Dentists, Oral Health Hygienists and Nutritionists who provide their time and skills in their areas of expertise to the program by attending meetings, working with the children and families or providing trainings. At this time professionals are not allowed on sites due to COVID-19 restrictions.

**Educational Partner Volunteers**

**\$ 42,963**

Services for students and staff funded through Washington Unified School District, Woodland Joint Unified School District, Davis Joint Unified School District and the local community colleges such as staff development trainings, speech therapists, mental health service providers and health & safety responders.

**Consultants**

**\$ 0**

A variety of consultants in an array of areas provide their services to the program at a reduced rate in support of our Head Start Program or free of charge. Examples of those consultants include PDM consultants, Health and Safety Certified Trainer, etc. At this time consultants are not allowed on sites due to COVID-19 restrictions.



**BUDGET JUSTIFICATION – EARLY HEAD START**

**EARLY HEAD START BASIC**

The 2021-2022 Yolo County Office of Education (YCOE) Early Head Start (EHS) budget submission covers the FOURTH year of this 5 year grant application. This budget supports the program goals and objectives as noted in Section I Program Design and Approach to Service Delivery which is determined and supported by the Community Assessment, Performance Standards, Head Start Act, local and state safety and health regulations and local needs.

**BUDGET JUSTIFICATION BY CATEGORY**

**Personnel** **\$ 658,091**

The budget for personnel includes funds for all the positions to be paid by this grant along with funds to cover any substitutes needed throughout the year. Extra duty/overtime funds have been allocated to support the cost of trainings for staff. The budget detail document lists all the positions and FTE’s supported by the grant.

**Fringe Benefits** **\$ 251,111**

YCOE offers a menu of health benefits and contributes \$ 675.00 monthly to each full-time employee towards the cost of the employee’s health coverage. For employees working less than full-time the amount YCOE contributes is prorated based on the number of hours the employee works. YCOE contributes to Social Security, Medicare, unemployment insurance, worker’s compensation insurance and deducts all requisite payroll taxes.

**Travel** **\$ 0**

Funds have been allocated to cover travel expenses for staff to travel to trainings such as airfare, mileage, meals, conference registrations, etc.

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

**Equipment** **\$ 0**

No funds have been allocated for equipment.

**Supplies** **\$ 29,173**

Funds have been allocated for office supplies (general office supplies, paper, pens, ink cartridges, small tools, electronics, small machines such as a fax, office furniture, etc.), healthy/disability services supplies (toothbrushes, toothpaste, Kleenex, latex gloves, first aid, etc.), instructional materials (paper, paint, clay, project supplies and other consumables), pupil service supplies, and gasoline for our vans.

**Contractual** **\$ 0**

No funds have been set aside for this line item.

**Construction** **\$ 0**

No funds have been set aside for construction

**Other** **\$ 118,884**

Funds have been allocated for other costs necessary to run the program effectively including van maintenance and repair, software licenses, M&O, copy machine maintenance, copy center, postage, internet, dues and memberships, insurance, local travel, nutrition services, child service consultants, and parent service consultants.

**Total Direct Charges** **\$ 1,057,259**

This is the total amount allocated to pay for all the direct services needed to operate the program.



**Indirect Costs** \$ 112,492

The approved indirect cost rate for 2020-2021 is 10.64%.

**Total Early Head Start Budget** \$ 1,169,751

**ADDITIONAL SUPPLEMENTAL INFORMATION**

**Administrative Costs**

The amount of administrative costs included in this budget is \$148,249, which equates to 9.92% of the total budget, T&TA and non-federal share included. The administrative cost is 5.08% below the 15% limitation.

**Early Head Start Non-Federal Share**

**Volunteers** \$ 0

Community volunteers are valued at the appropriate salary and statutory benefits for the functions they perform as a service to our program. Rates are determined by various YCOE salary schedules or if YCOE does not have the position then a salary comparison in our community is done to determine the rate. The community volunteers include members of the community, student nurses from Carrington College, CommuniCare Health Centers, the Public Health Department and interns from the University of California, Davis. At this time volunteers are not allowed on sites due to COVID-19 restrictions.



**Services** **\$ 15,814**

Health screenings are conducted for each of the 88 students enrolled in our program. They are provided by CommuniCare Health Centers and the Public Health Department. Each screening is valued at \$59.90.00 per screening which are conducted three times a year.

**State Funded Programs** **\$ 215,238**

All of our infant/toddler classrooms are blended with State grant dollars.

**Supplies** **\$ 10,000**

Various community agencies donate supplies, including toys, office supplies and books.

**Parent Volunteers** **\$ 0**

Parents volunteer at the centers by providing additional support in the classrooms doing activities such as setting up tables, working with students on instructional activities, reading books to students, cleaning up the classroom, reinforcing the classroom activities at home through working with their children on their homework, etc. At this time parent volunteers are not allowed on sites due to COVID-19 restrictions.

**Professional Volunteers** **\$ 0**

Professional volunteers include Pediatricians, Dentists, Oral Health Hygienists and Nutritionists who provide their time and skills in their areas of expertise to the program by attending meetings, working with the children and families or providing trainings. At this time professionals are not allowed on sites due to COVID-19 restrictions.



**Educational Partner Volunteers**

**\$ 51,386**

Services for students and staff funded through Washington Unified School District, Woodland Joint Unified School District, Davis Joint Unified School District and the local community colleges such as staff development trainings and speech therapists, mental health service providers and health & safety responders.

**Consultants**

**\$ 0**

A variety of consultants in an array of areas provide their services to the program at a reduced rate in support of our Early Head Start Program or free of charge. Examples of those consultants include PDM consultants, Health and Safety Certified Trainer, etc. At this time consultants are not allowed on sites due to COVID-19 restrictions.



**BUDGET JUSTIFICATION – TRAINING AND TECHNICAL ASSISTANCE (T & TA)**

**HEAD START AND EARLY HEAD START T & TA**

The 2021-2022 Yolo County Office of Education (YCOE) Head Start and Early Head Start T & TA submission covers the FOURTH year of this 5 year grant application. Within the funding limitations, this budget supports the program’s goals and objectives as determined and enforces learning opportunities for professional development through coaching and mentoring.

**BUDGET JUSTIFICATION BY CATEGORY**

<b>Travel</b>	<b>HS</b>	<b>\$ 0</b>
	<b>EHS</b>	<b>\$ 0</b>

Funds have been allocated to cover travel expenses for staff to travel to trainings such as airfare, mileage, meals, conference registrations, etc.

<b>Equipment</b>	<b>HS</b>	<b>\$ 0</b>
	<b>EHS</b>	<b>\$ 0</b>

No funds have been allocated for equipment.

<b>Supplies</b>	<b>HS</b>	<b>\$ 1,314</b>
	<b>EHS</b>	<b>\$ 720</b>

Funds have been allocated for training materials needed for the trainings listed in the T&TA plan.

<b>Contractual</b>	<b>HS</b>	<b>\$ 0</b>
	<b>EHS</b>	<b>\$ 0</b>

No funds have been set aside for contractual.



**Yolo County**  
OFFICE OF  
EDUCATION

<b>Construction</b>	<b>HS</b>	<b>\$</b>	<b>0</b>
	<b>EHS</b>	<b>\$</b>	<b>0</b>

No funds have been set aside for construction.

<b>Other</b>	<b>HS</b>	<b>\$</b>	<b>33,240</b>
	<b>EHS</b>	<b>\$</b>	<b>25,263</b>

Funds have been allocated for professional development consultants.

<b>Total Direct Charges</b>	<b>HS</b>	<b>\$</b>	<b>34,55</b>
	<b>EHS</b>	<b>\$</b>	<b>25,983</b>

This is the total amount allocated to pay for all the direct services needed to operate the T&TA plan.

<b>Total T&amp;TA Budget</b>	<b>HS</b>	<b>\$</b>	<b>34,554</b>
	<b>EHS</b>	<b>\$</b>	<b>25,983</b>

<b>Head Start &amp; Early Head Start T&amp;TA Non Federal Share Staff Development</b>	<b>HS</b>	<b>\$</b>	<b>8,639</b>
	<b>EHS</b>	<b>\$</b>	<b>6,496</b>

Various community agencies donate supplies used for the trainings listed in the T&TA Plan.

<b>Consultants</b>	<b>HS</b>	<b>\$</b>	<b>0</b>
	<b>EHS</b>	<b>\$</b>	<b>0</b>

A variety of consultants in an array of areas provide their services to the program by training our staff at a reduced rate in support of our HS/EHS program or free of charge.

Examples of those consultants include PDM consultants, Health and Safety Certified Trainer, etc.



### **Other Funding Sources**

All of our classrooms are currently multi funded with Head Start/Early Head Start funds and State grant funds. The estimated state grant funds which are not included under the federal non-share section is \$1,831,770 (\$1,349,258 HS/ \$482,512 EHS) which will be used to support the costs associated with operating the program based on the cost allocation plan noted above.

### **Financial and Property Management System and Internal Controls**

Per Education Code 41010, all Local Educational Agencies (LEA), like the Yolo County Office of Education (YCOE) are required to have in place a financial system to record all financial affairs. The California Schools Accounting Manual (CSAM) is the standard to which all LEA's must comply. However, federally funded programs also have criteria in which to manage the finances of the awards given. The standards can be found in Uniform Guidance, 2 CFR 200, Subpart D § 200.300-§ 200.303

YCOE will adhere to the performance standards as set forth by the federal awarding agency to measure performance accomplishments, maintain a financial management system to expend and account for federal funds, and have in place internal controls that provide a reasonable assurance for compliance with Federal program requirements.

Performance measurement will be based on guidelines set forth by the Federal Awarding Agency. Comparison of outlays with budget amounts for each award. Whenever possible, financial information shall be related to performance and unit cost data. § 200.301

YCOE maintains a financial management system that meets the requirements necessary to report accurate, current, and complete disclosure of the financial data required for the Federal Awards. §200.302 (a)-§200.302 (b).

This includes the following:

1. Records that identify adequately the source and application of funds for Federally-sponsored activities. These records contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, outlays, income, and interest.
2. Written procedures to minimize the time elapsing between the transfer of funds to the YCOE from the U.S. Treasury and the issuance, or redemption of checks, warrants, or payments by other means for program purposes by the recipient. As stated in § 200.305, in regards to payment of Federal funds, there should be a minimized time elapsing between transfer of funds and disbursement.

The Yolo County Office of Education must disburse funds available from program income, rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.



Advance payments are limited to the minimum amount needed, and timed with actual immediate cash requirements. The time and amount of the advances must be as close as administratively feasible to the actual disbursements.

Procedures:

- i. Payment Requests from Federal Sources will occur at
    - a. 1<sup>st</sup> Interim 10/31/xx
    - b. 2<sup>nd</sup> Interim 1/31/xx
    - c. End of Fiscal Year 6/30/xx
    - d. Completion of Unaudited Actuals 9/30/xx
    - e. As needed for cash purposes
  - ii. Payment Requests will be for reimbursements for paid receipts, invoices, payroll, travel claims, and other paid items.
  - iii. Determination of amount to draw down will be done using a budget report for the Federal program from beginning of the fiscal year to date of the drawdown. Actual amounts will be reconciled and the difference between actual expenses and income for the grant will be requested from the Federal agency.
  - iv. The Director of County School Internal Business Services (IBS) will be the responsible agent for drawing down the Federal Funds.
3. Written procedures for determining the reasonableness, allocability and allowability of costs in accordance with the provisions of the applicable Federal cost principles and the terms and conditions of the award. The Yolo County Office of Education charges costs that are reasonable, allowable, and allocable to a Federal award directly or indirectly, as is consistent with 2 CFR, Subpart E-Cost Principles. §200.400. The principles will be used to determine the allowable costs of work performed by YCOE under Federal Awards. §200.401. All unallowable costs shall be appropriately segregated from allowable costs in the general ledger in order to assure that unallowable costs are not charged to Federal awards.

Criteria for Allow ability:

All costs must meet the following criteria as listed in §200.403 (a)-(g) in order to be treated as allowable direct or indirect costs under a Federal award:

- i. The cost must be necessary and reasonable. Reasonable costs are further defined in §200.404
- ii. Conform to limitations or exclusions as set forth in these principles.

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

- iii. Must be consistent with the policies and procedures that apply to the other activities of the YCOE.
- iv. Costs must be assigned consistently in like circumstances.
- v. Must be determined in accordance with generally accepted accounting principles (GAAP).
- vi. Must not be included as a cost or used to meet cost sharing or matching requirement for any other federally-funded program, current or prior.
- vii. Must be adequately documented.

Allocable costs:

The YCOE will follow the standards, as defined in §200.405, in determining if the cost is allocable. A cost is allocable to a particular Federal Award or cost objective, if the goods or services involved are chargeable or assignable to that Federal Award in accordance with the relative benefits received. The standards are met if the cost:

- i. The cost is incurred specifically for the Federal award.
- ii. The cost benefits both the Federal award and other work of the YCOE, and can be distributed in reasonable proportion to the benefits received.
- iii. The cost is necessary to the overall operation of the YCOE, and is assignable in part to the Federal award.
- iv. All activities which benefit from the non-Federal entity's indirect cost, including unallowable activities and donated services, will receive appropriate allocation of indirect costs.
- v. Any allocable cost to a Federal Award may not be charged to other Federal awards to overcome fund deficiencies, or to avoid restrictions imposed by other Federal statutes, regulations, or terms and conditions of the Federal Award, or for other reasons.
- vi. Direct cost allocation principles will be followed as defined in § 200.405(d), where in, if a cost benefits two or more projects or activities in proportions that can easily be determined, the cost should be allocated to the projects based on proportional benefits, if proportions are unable to be determined, then the costs may be allocated on a reasonable documented basis.

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

Applicable Credits: The YCOE will credit to the Federal award any applicable credit, as either, a cost reduction or refund, depending on the credit. § 200.406.

Prior Written Approval: In order to avoid subsequent disallowance, or dispute based on unreasonableness or non allocability of an item, the YCOE may seek the prior written approval of the cost of any given item when the reasonableness and allocability of the items is difficult to determine. Unless prior approval is specifically required, as listed in 2 CFR Part 200 (a)-(y), the absence of prior written approval will not affect the reasonableness or allocability of the item. § 200.407

Collection of Unallowable Costs: Costs that are determined to be unallowable either as a direct, or an indirect cost, must be refunded, including interest. § 200.410

4. Accounting records including cost accounting records that are supported by source documentation.

Internal Controls: YCOE will exercise effective control over and have accountability for all funds, property, and other assets related to Federal Awards. This includes taking reasonable measures to safeguard personal information and giving reasonable assurance that YCOE complies with Federal program requirements, regulations and statutes. §200.302 (b) (4), §200.303.

The County Schools Internal Business Services Department (IBS) has set in place policies that meets the requirements of Internal Controls as defined in § 200.303, Post Federal Award Requirements, as it pertains to the responsibilities of the Internal Business Services Department.

As defined in § 200.61, internal Controls are processes implemented to provide reasonable assurance that the non-federal entity or sub recipient of a Federal award is achieving the objectives of the award in the following categories:

1. The effectiveness and efficiency of the operations
2. The reliability of the reporting of data for internal and external use
3. The compliance with applicable laws and regulations

Internal controls for compliance over Federal awards means a process implemented by the YCOE designed to provide reasonable assurance regarding the achievement of the below objectives. § 200.62

Transactions are properly recorded and accounted for in order to permit the preparation of reliable financial statements and maintain accountability over assets.

Transactions are executed in compliance with:



Federal Statutes, regulations, and the terms and conditions of the Federal awards that could have a direct and material effect on a federal program and any other Federal statutes and regulations that are identified in the Compliance Supplement.

Fund, property and other assets are safeguarded against loss from unauthorized use or dispositions.

The Internal controls set in place comply with Federal statutes, regulations, and terms and conditions of the Federal award.

In order to assure compliance, the YCOE includes ways in which to monitor and evaluate the YCOE's compliance with the terms and conditions of Federal Awards.

Prompt action will be taken when instances of noncompliance are identified.

The YCOE will take reasonable measures to safeguard Protected Personally Identifiable Information, (PII) as defined in § 200.82. As well as other information deemed sensitive according to Federal, state, and local laws.

#### Cost Allocation plan

All of our classrooms are currently multi funded with Head Start/Early Head Start funds and State grant funds. YCOE uses the method of allocating staff costs based on the percentage of time the employee attributes to each funding source. All staff who are multi funded complete and sign a personnel activity sheet which lists the amount of time spent in each funding source. The manager signs the personnel activity sheets bi-annually for all staff which are 100% federally funded.

Maintenance and operations costs are allocated based on the amount of space in square feet occupied by the program. The square footage is converted to the percentage of space occupied of the total square feet of the entire organization. The percentage occupied by each program is then multiplied by the total maintenance and operations costs. The percentage of maintenance and operations cost is then charged to the program.

Supplies and/or services are allocated to each funding source based on which funding source is using the supplies and/or services. Our classrooms which are two half-day programs stacked on top of each other will share the cost equally. The full-day classrooms which are state funded classrooms blended with HS/EHS funds will have state funds pay for the costs of normal operations expenses. The supplies and/or services which are HS/EHS enhancements to the classrooms will be funded by HS/EHS funds.

Travel expenses such as mileage, etc. will be charged to the program which is benefiting from the employees travel.

Indirect is charged to all expenses based on the approved indirect cost rate agreement with the exception of capital assets and sub-agreements. For capital assets, no indirect is charged. For sub-agreements the full indirect cost rate is charged on the first \$25,000 of the agreement only, and no

**Yolo County**  
**OFFICE OF**  
**EDUCATION**

further indirect is charged to the remaining sub-agreement. For 2021-2022, the approved indirect rate is 10.64%.

HEAD START-QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210/Recurso 5210			
CATEGORY/CATEGORIA	Current/	Year to Date	
<b>Revenues/Ingresos:</b>		\$ 3,047,378.00	
<b>Expenditures/Gastos:</b>			
Salaries/Salarios	\$ 125,161.40	\$	935,578.01
Benefits/Beneficios	\$ 45,821.39	\$	339,589.85
Supplies/Provisiones	\$ 1,180.39	\$	14,011.84
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	54.10
Site Supplies/Articulos de oficina para el centro	\$ 1,180.39	\$	13,957.74
Contracted Services/Servicios Contratados	\$ -	\$	8,486.53
Operations/Gastos de Operacion	\$ 18,804.62	\$	157,495.25
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	134,431.46
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 190,967.80</b>	<b>\$</b>	<b>1,589,592.94</b>

EARLY HEAD START QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
Resource 5212/Recurso 5212			
CATEGORY/CATEGORIA	Current/	Year to Date	
<b>Revenues/Ingresos:</b>		\$ 1,169,751.00	
<b>Expenditures/Gastos:</b>			
Salaries/Salarios	\$ 52,041.03	\$	411,004.46
Benefits/Beneficios	\$ 19,309.60	\$	153,726.37
Supplies/Provisiones	\$ 1,033.45	\$	4,679.78
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	18.03
Site Supplies/Articulos de oficina para el centro	\$ 1,033.45	\$	4,661.75
Contracted Services/Servicios Contratados	\$ -	\$	9,316.04
Operations/Gastos de Operacion	\$ 5,901.83	\$	49,613.27
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	58,478.86
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 78,285.91</b>	<b>\$</b>	<b>686,818.78</b>

HEAD START/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date	
	Janauary 2021		
<b>Revenues/Ingresos:</b>		\$ 34,554.00	
<b>Expenditures/Gastos:</b>			
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	\$ 673.75	\$	7,063.10
Operations/Gastos de Operacion	\$ -	\$	1,200.00
Indirect Costs/Castos Indirectos	\$ -	\$	-
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 673.75</b>	<b>\$</b>	<b>8,263.10</b>

EARLY HEAD START/PROGRAMA EARLY HEAD START T & TA			
Resource 5218/Recurso 5218			
CATEGORY/CATEGORIA	Current/	Year to Date	
<b>Revenues/Ingresos:</b>		\$ 25,983.00	
<b>Expenditures/Gastos:</b>			
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	\$ 288.75	\$	3,876.90
Operations/Gastos de Operacion	\$ -	\$	800.00
Indirect Costs/Castos Indirectos	\$ -	\$	-
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 288.75</b>	<b>\$</b>	<b>4,676.90</b>

Credit Cards	Monthly Expense
Visa	\$ 4,681.43
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ -
<b>Total Credit Cards</b>	<b>\$ 4,681.43</b>

Calculation of In-Kind Contributions			Administrative Percent Calculation	
	Dollars Expended Year-To-Date	In-Kind Required		
Head Start:	\$ 1,589,428.43	\$ 397,357.11	Maximum Percent Allowed	15%
HS T & TA	\$ 8,263.10	\$ 2,065.78	Calculated Percent for the Month	13%
Early HS	\$ 686,654.31	\$ 171,663.58	Annual Percentage	12%
EHS T & TA	\$ 4,676.90	\$ 1,169.23		
<b>Total</b>	<b>\$ 2,289,022.74</b>	<b>\$ 572,255.69</b>		
	Amount Required:	\$ 572,255.69		
	Actual In-Kind:	\$ 821,487.80		
	<b>*Surplus/(Deficit):</b>	<b>\$ 249,232.12</b>		
If deficit: will be returned to Federal Government from unrestricted dollars				



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

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	\$ 190,968	\$ 1,589,593	\$ 710,798	\$ 746,987	52.16%	23.32%	24.51%
Early Head Start/Quality Improvement	\$ 1,169,751	\$ 78,286	\$ 686,819	\$ 286,631	\$ 196,301	58.71%	24.50%	16.78%
Head Start COVID	\$ 217,065	\$ 15,132	\$ 110,460	\$ 24,753	\$ 81,853	50.89%	11.40%	37.71%
Early Head Start COVID	\$ 77,335	\$ 2,504	\$ 51,779	\$ 21,922	\$ 3,634	66.95%	28.35%	4.70%
Head Start T&TA	\$ 34,554	\$ 674	\$ 8,263	\$ 26,054	\$ 236	23.91%	75.40%	0.68%
Early Head Start T&TA	\$ 25,983	\$ 289	\$ 4,677	\$ 20,681	\$ 625	18.00%	79.59%	2.41%
<b>Total Grant</b>	<b>\$ 4,572,066</b>	<b>\$ 287,853</b>	<b>\$ 2,451,590</b>	<b>\$ 1,090,839</b>	<b>\$ 944,150</b>	<b>53.62%</b>	<b>23.86%</b>	<b>20.65%</b>

Credit Cards	Monthly Expense
Visa	\$ 4,681.43
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ -
<b>Total Credit Card Expense</b>	<b>\$ 4,681.43</b>

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

	Dollars Expended	
	Year-To-Date	In-Kind Required
Head Start:	\$ 1,589,592.94	\$ 397,357.11
Head Start T & TA:	\$ 8,263.10	\$ 2,065.78
Early Head Start:	\$ 686,818.78	\$ 171,663.58
Early Head Start T & TA:	\$ 4,676.90	\$ 1,169.23
<b>Total</b>	<b>\$ 2,289,351.72</b>	<b>\$ 572,255.69</b>
	Amount Required:	\$ 572,255.69
	Actual In-Kind:	\$ 821,487.80
	*Surplus/(Deficit):	\$ 249,232.12

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		\$ -	\$ -
<b>Total Reimbursement</b>		<b>\$ -</b>	<b>\$ -</b>

**EARLY HEAD START  
2020/2021  
FEBRUARY**

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
<b>Revenues</b>								
<b>All Other Federal</b>	1,115,238		1,115,238	0	519,511	0	595,727	53.42%
<b>Prior Year</b>	0	0	0	0	0		0	#DIV/0!
COLA	22,305		22,305		0		22,305	
<b>Total Revenues</b>	1,137,543	0	1,137,543	0	519,511	0	618,032	54.33%
							0	
<b>Expenditures</b>								
<b>Salaries</b>	602,114	29,564	631,678	51,916	410,879	205,504	15,295	2.42%
<b>Benefits</b>	276,169	(33,572)	242,597	19,271	153,687	77,156	11,754	4.85%
<b>Supplies</b>	25,759	25	25,784	1,033	4,680	2,649	18,456	71.58%
<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	1,952	0	1,835	0	18	0	1,817	99.02%
<i>Site Supplies</i>	23,807	142	23,949	1,033	4,662	0	16,639	69.47%
<b>Travel &amp; Conference</b>	14,991	(6,139)	8,852	3	1,362	0	7,490	84.61%
<b>Dues &amp; Memberships</b>	753	0	753	0	753	0	1	0.07%
<b>Insurance</b>	3,172	(121)	3,051	0	3,051	0	1	0.02%
<b>Operations and Housekeeping</b>	50	0	50	0	0	0	50	100.00%
<b>Rentals, Leases, Repairs &amp; Noncapitalized Improvements</b>	1,802	(657)	1,145	20	345	799	1	0.05%
<b>Direct Costs for Transfer of Services</b>	76,296	2,686	78,982	5,798	43,464	0	35,518	44.97%
<b>Professional/Contracted Services &amp; Operating Expenditures</b>	25,966	8,255	34,221	0	9,316	204	24,701	72.18%
<b>Intergovernmental Fees</b>	1,076	(41)	1,035	80	639	320	76	7.36%
<b>Indirect Costs</b>	109,395	0	109,395	0	58,479		50,916	46.54%
<b>Equipment</b>	0	0	0	0	0	0	0	
		0	0					
<b>Total Expenditures</b>	1,137,543	0	1,137,543	78,121	686,654	286,631	164,258	14.44%

0

**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		
<b>Ingresos:</b>									
	<b>Todos los otros Federales</b>	1,115,238	0	1,115,238	0	519,511	0	595,727	53.42%
		0		0				0	#DIV/0!
		22,305		22,305		0		22,305	
	<b>Total de Ingresos</b>	1,137,543	0	1,137,543	0	519,511	0	618,032	54.33%
<b>Gastos:</b>									
	<b>Salarios</b>	602,114	29,564	631,678	51,916	410,879	205,504	15,295	2.42%
	<b>Beneficios</b>	276,169	(33,572)	242,597	19,271	153,687	77,156	11,754	4.85%
	<b>Provisiones</b>	25,759	25	25,784	1,033	4,680	2,649	18,456	71.58%
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	1,952	(117)	1,835	0	18	0	1,817	99.02%
	<i>Artículos de oficina para el centro</i>	23,807	142	23,949	1,033	4,662	0	19,287	80.53%
	<b>Viaje y Conferencia</b>	14,991	(6,139)	8,852	3	1,362	0	7,490	84.61%
	<b>Cuotas y Membresías</b>	753	0	753	0	753	0	1	0.07%
	<b>Seguro</b>	3,172	(121)	3,051	0	3,051	0	1	0.02%
	<b>Operations and Housekeeping</b>	50		50	0	0	0	50	100.00%
	<b>Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas</b>	1,802	(657)	1,145	20	345	799	1	0.05%
	<b>Costos Directos para Transferencias de Servicios</b>	76,296	2,686	78,982	5,798	43,464	0	35,518	44.97%
	<b>Servicios Profesionales/Contratados y Gastos de</b>	25,966	8,255	34,221	0	9,316	204	24,701	72.18%
	<b>Cuotas Intergubernamentales</b>	1,076	(41)	1,035	80	639	320	76	7.36%
	<b>Gastos Indirectos</b>	109,395	0	109,395	0	58,479	0	50,916	46.54%
	<b>Equipment</b>		0	0	0	0	0	0	#DIV/0!
			0	0					
	<b>Total de Gastos</b>	1,137,543	0	1,137,543	78,121	686,654	286,631	164,258	14.44%

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

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
<b>Revenues</b>								
<b>All Other Federal</b>	34,554	0	34,554	0	6,956	0	27,598	79.87%
<b>COLA</b>	0		0				0	
<b>Total Revenues</b>	34,554	0	34,554	0	6,956	0	27,598	79.87%
<b>Expenditures</b>								
<b>Salaries</b>	0	0	0	0	0	0	0	0.00%
<b>Benefits</b>	0	0	0	0	0	0	0	0.00%
<b>Supplies</b>	1,322	(1,322)	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	1,125	(1,125)	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	197	(197)	0	0	0	0	0	#DIV/0!
<b>Travel &amp; Conference</b>	27,632	(4,376)	23,256	0	1,200	21,821	235	1.01%
<b>Contracted Services</b>	5,600	5,698	11,298	674	7,063	4,234	1	0.01%
<b>Indirect Costs</b>	0	0	0	0	0	0	0	#DIV/0!
<b>Total Expenditures</b>	34,554	0	34,554	674	8,263	26,054	236	0.68%

**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		
<b>Ingresos:</b>									
Todos los otros Federales		34,554	0	34,554	0	6,956	0	27,598	79.87%
COLA		0		0				0	
<b>Total de Ingresos</b>		<b>34,554</b>	<b>0</b>	<b>34,554</b>	<b>0</b>	<b>6,956</b>	<b>0</b>	<b>27,598</b>	<b>79.87%</b>
<b>Gastos:</b>									
Salarios		0	0	0	0	0	0	0	0.00%
Beneficios		0	0	0	0	0	0	0	0.00%
Provisiones		1,322	(1,322)	0	0	0	0	0	#DIV/0!
<i>Artículos para las actividades de los padres y comida para las juntas</i>		1,125	(1,125)	0	0	0	0	0	#DIV/0!
<i>Artículos de oficina para el centro</i>		197	(197)	0	0	0	0	0	#DIV/0!
Viaje y Conferencia		27,632	(4,376)	23,256	0	1,200	21,821	235	
Servicios Contratados		5,600	5,698	11,298	674	7,063	4,234	1	0.01%
Gastos Indirectos		0	0	0	0	0	0	0	0.00%
<b>Total de Gastos</b>		<b>34,554</b>	<b>0</b>	<b>34,554</b>	<b>674</b>	<b>8,263</b>	<b>26,054</b>	<b>236</b>	<b>0.68%</b>

**HEAD START  
2020/2021 BUDGET  
FEBRUARY**

Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			% %
					Year-to-date	Encumbered	Balance	
<b>Revenues</b>								
<b>All Other Federal</b>	2,923,212		2,923,212	0	1,171,621		1,751,591	59.92%
Indirect	0	0	0	0	0		0	0.00%
<b>COLA</b>	58,464		58,464	0	0		58,464	0.00%
<b>Total Revenues</b>	2,981,676	0	2,981,676	0	1,171,621	0	1,810,055	60.71%
<b>Expenditures:</b>								
<b>Salaries</b>	1,451,603	55,717	1,507,320	125,036	935,453	495,067	76,801	5.10%
<b>Benefits</b>	736,826	(146,004)	590,822	45,782	339,551	191,213	60,058	10.17%
<b>Supplies</b>	54,908	3,696	58,604	1,180	14,012	6,326	38,266	65.30%
<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	3,279	1,093	4,372	0	54	0	4,318	98.76%
<i>Site Supplies</i>	51,629	2,603	54,232	1,180	13,958	6,326	33,948	62.60%
<b>Travel &amp; Conference</b>	34,970	3,334	38,304	314	2,846	8,124	27,334	71.36%
<b>Dues &amp; Memberships</b>	2,258	605	2,863	0	2,633	0	231	8.05%
<b>Insurance</b>	13,568	0	13,568	0	9,152	0	4,417	32.55%
<b>Operations &amp; Housekeeping</b>	580	0	580	0	16	128	436	75.15%
<b>Rentals, Leases, Repairs &amp; Noncapitalized Improvements</b>	8,370	0	8,370	84	1,449	3,437	3,484	41.63%
<b>Direct Costs for Transfer of Services</b>	247,229	3,323	250,552	18,406	141,400		109,152	43.56%
<b>Professional/Contracted Services &amp; Operating Expenditures</b>	139,776	(23,923)	115,853	0	8,487	367	106,999	92.36%
<b>Intergovernmental Fees</b>	4,847	0	4,847	0	0	0	4,847	100.00%
<b>Equipment</b>	0	107,448	107,448	0	0	0	107,448	100.00%
<b>Indirect Costs</b>	286,741	(10,333)	276,408	0	134,431		141,977	51.36%
<b>Improvements</b>	0	6,137	6,137	0	0	6,136	1	0.01%
<b>Total Expenditures</b>	2,981,676	0	2,981,676	190,803	1,589,428	710,798	681,449	22.85%

**PROGRAMA HEAD START  
PRESUPUESTO 2020/2021**

Recurso 5210						Gastado/Recibido			
	CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Sobrecargado	Balance	%
<b>Ingresos:</b>									
	<b>Todos los otros Federales</b>	2,923,212	0	2,923,212	0	1,171,621		1,751,591	59.92%
		0	0	0	0	0	0	0	
	COLA	58,464	0	58,464	0	0		58,464	
	<b>Total Revenues/Total de Ingresos</b>	2,981,676	0	2,981,676	0	1,171,621	0	1,810,055	
<b>Gastos:</b>									
	<b>Salarios</b>	1,451,603	55,717	1,507,320	125,036	935,453	495,067	76,801	5.10%
	<b>Beneficios</b>	736,826	(146,004)	590,822	45,782	339,551	191,213	60,058	10.17%
	<b>Provisiones</b>	54,908	3,696	58,604	1,180	14,012	6,326	38,266	65.30%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	3,279	1,093	4,372	0	54	0	4,318	0.00%
	<i>Articulos de oficina para el centro</i>	51,629	2,603	54,232	1,180	13,958	6,326	33,948	62.60%
	<b>Viaje y Conferencia</b>	34,970	3,334	38,304	314	2,846	8,124	27,334	71.36%
	<b>Cuotas y Membresías</b>	2,258	605	2,863	0	2,633	0	231	8.05%
	<b>Seguro</b>	13,568	0	13,568	0	9,152	0	4,417	32.55%
		580	0	580	0	16	128	436	75.15%
	<b>Rentas, Arrendamientos, Reparaciones y Mejoras No Capitalizadas</b>	8,370	0	8,370	84	1,449	3,437	3,484	41.63%
	<b>Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación</b>	247,229	3,323	250,552	18,406	141,400	0	109,152	43.56%
		139,776	(23,923)	115,853	0	8,487	367	106,999	92.36%
	<b>Cuotas Intergubernamentales</b>	4,847	0	4,847	0	0	0	4,847	100.00%
	<b>Mejoras a los Terrenos</b>	0	107,448	107,448	0	0	0	107,448	100.00%
	<b>Gastos Indirectos</b>	286,741	(10,333)	276,408	0	134,431	0	141,977	51.36%
	<b>transferencia al fondo del café</b>	0	6,137	6,137	0	0	6,136	1	0.01%
			0	0					
	<b>Total de Gastos</b>	2,981,676	0	2,981,676	190,803	1,589,428	710,798	681,449	22.85%

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

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
<b>Revenues</b>									
<b>All Other Federal</b>	25,983	0	25,983	0	4,142	0	21,841	84.06%	
<b>Total Revenues</b>	25,983	0	25,983	0	4,142	0	21,841	84.06%	
<b>Expenditures</b>									
<b>Salaries</b>	0	0	0	0	0	0	0	0.00%	
<b>Benefits</b>	0	0	0	0	0	0	0	0.00%	
<b>Supplies</b>	917	(295)	622	0	0	0	622	100.00%	
<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	720	(98)	622	0	0	0	622	100.00%	
<i>Site Supplies</i>	197	(197)	0	0	0	0	0	#DIV/0!	
<b>Travel &amp; Conference</b>	20,351	(1,414)	18,937	0	800	18,134	3	0.01%	
<b>Contracted Services</b>	4,715	1,709	6,424	289	3,877	2,546	1	0.01%	
<b>Indirect Costs</b>	0	0	0	0	0	0	0	#DIV/0!	
			0						
<b>Total Expenditures</b>	25,983	0	25,983	289	4,677	20,681	625	2.41%	



**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		
<b>Ingresos:</b>									
	<b>Todos los otros Federales</b>	25,983	0	25,983	0	4,142	0	21,841	84.06%
	<b>Total de Ingresos</b>	25,983	0	25,983	0	4,142	0	21,841	
<b>Gastos:</b>									
	<b>Salarios</b>	0	0	0	0	0	0	0	0.00%
	<b>Beneficios</b>	0	0	0	0	0	0	0	0.00%
	<b>Provisiones</b>	917	(295)	622	0	0	0	622	100.00%
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	720	(98)	622	0	0	0	622	100.00%
	<i>Artículos de oficina para el centro</i>	197	(197)	0	0	0	0	0	#DIV/0!
	<b>Viaje y Conferencia</b>	20,351	(1,414)	18,937	0	800	18,134	3	0.01%
	<b>Servicios Contratados</b>	4,715	1,709	6,424	289	3,877	2,546	1	0.01%
	<b>Gastos Indirectos</b>	0	0	0	0	0	0	0	#DIV/0!
	<b>Total de Gastos</b>	25,983	0	25,983	289	4,677	20,681	625	2.41%

**HEAD START QUALITY IMPROVEMENT**

**2020/2021 BUDGET  
FEBRUARY**

Resource 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
<b>Revenues</b>									
<b>All Other Federal</b>	65,702	0	65,702	0	0	0	65,702	100.00%	
<b>Total Revenues</b>	65,702	0	65,702	0	0	0	65,702	100.00%	
<b>Expenditures</b>									
<b>Salaries</b>	32,372	0	32,372	125	125	0	32,247	0.00%	
<b>Benefits</b>	13,393	0	13,393	39	39	0	13,354	0.00%	
<b>Supplies</b>	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies &amp; 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!	
<b>Travel &amp; Conference</b>	0	0	0	0	0	0	0	#DIV/0!	
<b>Contracted Services</b>	13,619	0	13,619	0	0	0	13,619	100.00%	
<b>Indirect Costs</b>	6,318	0	6,318	0	0	0	6,318	100.00%	
			0						
<b>Total Expenditures</b>	65,702	0	65,702	165	165	0	65,537	99.75%	

a

HEAD START COVID

2020/2021 BUDGET  
FEBRUARY

Resource 5220

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
<b>Revenues</b>									
<b>All Other Federal</b>	217,065	0	217,065	0	70,876	0	146,189	67.35%	
<b>Total Revenues</b>	217,065	0	217,065	0	70,876	0	146,189	67.35%	
<b>Expenditures</b>									
<b>Salaries</b>	0	0	0	0	0	0	0	0.00%	
<b>Benefits</b>	0	0	0	0	0	0	0	0.00%	
<b>Supplies</b>	96,190	15,506	111,696	15,108	98,512	11,052	2,132	1.91%	
<i>Parent Activity Supplies &amp; 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!	
<b>Rentals , Repairs, Leases</b>	55,000	(49,827)	5,173	24	2,780	2,392	0	0.00%	
<b>Contracted Services</b>	45,000	(24,457)	20,543	0	0	0	20,543	100.00%	
<b>Indirect Costs</b>	20,875	(6,255)	14,620	0	9,167	0	5,453	37.30%	
<b>Improvements</b>		11,309	11,309			11,309	1	0.00%	
<b>Equipment</b>		53,724	53,724				53,724	100.00%	
<b>Total Expenditures</b>	217,065	0	217,065	15,132	110,460	24,753	81,853	37.71%	

**EARLY HEAD START QUALITY IMPROVEMENT**

**2020/2021 BUDGET  
FEBRUARY**

Resource 5229

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received			Balance	%
				Current	Year-to-date	Encumbered		
<b>Revenues</b>								
<b>All Other Federal</b>	32,208	0	32,208	0	0	0	32,208	100.00%
<b>Total Revenues</b>	32,208	0	32,208	0	0	0	32,208	100.00%
<b>Expenditures</b>								
<b>Salaries</b>	13,874	0	13,874	125	125	0	13,749	0.00%
<b>Benefits</b>	5,743	0	5,743	39	39	0	5,704	0.00%
<b>Supplies</b>	0	0	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies &amp; 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!
<b>Travel &amp; Conference</b>	0	0	0	0	0	0	0	#DIV/0!
<b>Contracted Services</b>	9,494	0	9,494	0	0	0	9,494	100.00%
<b>Indirect Costs</b>	3,097	0	3,097	0	0	0	3,097	100.00%
			0					
<b>Total Expenditures</b>	32,208	0	32,208	164	164	0	32,044	99.49%

a

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

<b>MANAGER</b>	<b>VISA</b>
<b>Gail Nadal</b>	
Travel/Conference	\$ -
Center Supplies	\$ 3,584.15
<b>TOTAL</b>	<b>\$ 3,584.15</b>
<b>Genet Telahun</b>	
Travel/Conference	\$ -
Center Supplies	\$ (18.99)
<b>TOTAL</b>	<b>\$ (18.99)</b>
<b>Amee Dowkes</b>	
Travel/Conference	\$ -
Center Supplies	\$ 356.37
<b>TOTAL</b>	<b>\$ 356.37</b>
<b>Gustavo Melgoza</b>	
Travel/Conference	\$ 150.00
Center Supplies	\$ 834.66
<b>TOTAL</b>	<b>\$ 984.66</b>
<b>Connie Luna</b>	
Travel/Conference	\$ -
Center Supplies	\$ (224.76)
<b>TOTAL</b>	<b>\$ (224.76)</b>
<b>Nicole Castrejon</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
	<b>\$ -</b>
<b>VISA Grand Total</b>	<b>\$ 4,681.43 ****</b>
Nugget/Food4Less	\$ -
InterState Oil	\$ -
<b>TOTAL MONTHLY EXPENDITURES:</b>	<b>\$ 4,681.43</b>

\*\*Credit card statements available upon request

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

<b>SUPERVISOR</b>	<b>VISA</b>
<b>Gail Nadal</b>	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ 3,584.15
	<b>\$ 3,584.15</b>
<b>Genet Telahun</b>	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ (18.99)
<b>Total</b>	<b>\$ (18.99)</b>
<b>Amee Dowkes</b>	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ 356.37
<b>Total</b>	<b>\$ 356.37</b>
<b>Gustavo Melgoza</b>	
Viaje/Conferencia	\$ 150.00
Artículos para oficina	\$ 834.66
<b>Total</b>	<b>\$ 984.66</b>
<b>Connie Luna</b>	
Viaje/conferencia	\$ -
Articulos para oficina	\$ (224.76)
<b>Total</b>	<b>\$ (224.76)</b>
<b>Nicole Castrejon</b>	
Viaje/conferencia	\$ -
Articulos para oficina	\$ -
<b>Total</b>	<b>\$ -</b>
<b>VISA Grand Total</b>	<b>\$ 4,681.43</b>
NUGGET/FOOD 4 LESS	\$ -
INTERSTATE OIL	\$ -

**Total de Gastos Mensuales: \$ 4,681.43 \*\*\***

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

**Headstart / Early Head Start  
2020/2021 Fiscal Year  
Administrative Percentage Calculation  
February 28, 2021**

**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	\$ 30,421.58	\$ 399.89

**Step 2: Calculate maximum administrative expenses allowed for 15%**

Federal Share	\$ 287,852.62	All Grants
Required 20 percent NFS	\$ 71,963.16	Non Federal Share
Total Approved Costs	<u>\$ 359,815.78</u>	
15% Administrative Cost Limitation	<u>\$ 53,972.37</u>	

**Step 3: Identify total administrative expenses**

Dual Facility Costs	\$ 399.89	Per Above Calculation in step 1
School Admin	\$ 20,602.37	Staff charged to Administration
General Admin	\$ 26,827.86	Indirect
Total	<u>\$ 47,830.12</u>	

Grant Expenditures	\$ 287,852.62
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 287,852.62</u>

Currently Charged Admin Costs	\$ 47,830.12
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 47,830.12</u>

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 13%

**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	\$ 379,273.12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 379,273.12
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	\$ 282,374.68	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 282,374.68
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
		<b>\$ 821,487.80</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 821,487.80</b>

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of February 28, 2021	In-Kind Required
Head Start:	1,589,428.43	397,357.11
Head Start T & TA:	8,263.10	2,065.78
Early Head Start:	686,654.31	171,663.58
Early Head Start T & TA:	4,676.90	1,169.23
Total:	2,289,022.74	572,255.69

Amount Required: 572,255.69  
 Actual In-Kind: 821,487.80  
 \*Surplus/(Deficit): 249,232.12  
 Surplus(Deficit): 249,232.12

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  
March 26, 2020 from 2:00 p.m. to 3:00 p.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 – March 26, 2020 Agenda

M1: M2:

3.2 Approval – February 26, 2020 Minutes

M1: M2:

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.*

*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**
- 5.2 Employment of Substitutes**
- 5.3 Employment of Various Service Providers**

**Possible Action 6.0 Open Session:**

**6.1 Old Business:**

**6.2 New Business:**

- 6.2.1 Policy Council Study Session for Focus Area 2 review-Gail**
- 6.2.2 Update on Return to Classrooms- Genet**
- 6.2.3 Approval 2021-2022 Grant Application- Gail**
- 6.2.4 PPE (Personal Protective Equipment) Sanitation -Gail**

**Information  
& Discussion**

**7.0 Financial Reports- *Debra Hinely*  
7.1 Monthly Financial Report**

**Information**

**8.0 Program Operations: Service Area Reports- Connie Luna-Garcia, Site  
Coordinator**

**Information**

**9.0 Confirmation Next Meeting Date**

*\*Regular Meeting- Friday, April 23, 2021 at 2pm*

**These Meetings will be a virtual via Zoom**

**Action**

**10.0 Motion for Adjournment  
M1:**

**M2:**

*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**

**February 26, 2021**

**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:**

*Annalisa Vasquez  
Mary Bruning  
Rosa Silva  
Laura Quezada  
Candelaria Mendoza  
Sue Lomax*

**YCOE Staff:**

*Gail Nadal, ECE Director  
Genet Telahun, Program Administrator  
Gustavo Melgoza, Health Manager  
Nicole Castrejon, Family Support Services Manager  
Maria Cardenas, Administration Secretary  
Marco Raya, Interpreter  
Silvia Meza-Lara, Site Coordinator  
Kim Magallanes, Internal Business Sr. Tech.*

**YCOE Administration:**

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

**AFSCME Council 57:**

*None*

**Community Members Present:**

**1.0 Call to Order:** 2:06 pm

**2.0 Introductions/Recognition of Visitors**

**3.0 Consent Agenda:**

- 3.1 Approval of February 26, 2021 Agenda M1: Rosa Silva M2: Annalisa Vasquez**
- 3.2 Approval of December 11, 2020 Minutes M1: Annalisa Vasquez M2: Rosa Silva**
- 3.3 Approval Selection Criteria M1: Annalisa Vasquez M2: Sue Lomax**
- 3.4 Approval of Purchase of 6 Vehicles M1: Sue Lomax M2: Annalisa Vasquez**
- 3.5 Approval of Job Description for: Disabilities/Mental Health Manager EHS/HS  
M1: Annalisa Vasquez M2: Laura Quezada**

**5.0 Adjourned to Close Session:**

- 5.1 Employment of New Hires – NONE**
- 5.2 Employment of Substitutes –NONE**
- 5.3 Employment of Various Service Providers – NONE**
- 5.4 Non-Reelection of Certificated Probationary Employee- Margie Valenzuela**  
**M1: Annalisa Vasquez M2: Laura Quezada**

**6.0 Open Session:**

**6.1 Old Business: NONE**

**6.2 New Business:**

**6.2.1 Monitoring Results -Genet Telahun & Gustavo Melgoza**

Genet and Gustavo went over Monitoring Results for the first half of the school year the next Monitoring will be done In April 2021 and should have results ready for the May 2021 Meeting.

**6.2.2 Goals Update for 2021-2022 Grant Application -Genet**

Genet went over the 2021-2022 Program Goals

**Goal 1:** Maintain an average attendance rate of above 90%

**Goal 2:** Teachers will understand the vital role they play in child interaction in the classroom.

**Goal 3:** Develop to System to support each child's social emotional needs and reduce challenging behaviors in the classroom.

**Goal 4:** Develop effective system for tracking and documenting resources provided to families on ChildPlus.

**6.2.3 Enrollment Update -Nicole Castrejon**

Nicole went over current enrollment numbers and as of 2/25/2021 there are 242 enrolled Students in the program. Of those enrolled 14 slots are State only, 67 are Early Head Start and 161 Head Start Preschool within Yolo County. Currently we are at 69%

capacity and are actively enrolling to be at 100%. 113 Families decided to go back to center base learning starting March 1, 2021 while all others will stay virtual learning.

**6.2.4 Focus Area 2 Planning- Gail Nadal**

Gail let the Policy Council Members know that our Federal Review will be the week of April 17, 2021. This is a follow up to our Federal Review 1 that was done 2 years ago. It will be held virtually.

**6.2.5 2021-2022 New Grant Application Study Session- Gail Nadal**

Gail explained that the Grants are for 5 years and we are currently in year 3 of the 5 years. Every year we are asked to give an update as to how are Goals are being met. Next month on March 26, 2021 we will be submitting our update. We wanted to set up a Study Session to go over how the Grant works and the document is about 60 pages long. We are asking if we could meet on March 16 or March 17 at 2 pm to go over the Grant update and answer any questions. Policy Council Members decided to do the Study Session on March 16, 2021 at 2 pm and Gail will work with Marco for a one-on-one study Sessions with Candelaria on March 17, 2021 at 2 pm.

**6.2.6 Returning to Classroom March 1, 2021- Gail Nadal**

Gail opened the meeting to any questions Policy Council Members might have due to Center based Learning which is due to start Monday March 1, 2021.

Q: Parents wanted to know if they can choose a part-time variation of Center based Learning or if their kids had to go all 5 days a week?

A: Gail let parents know that at the moment children are either Virtual base Learning or Center base Learning full time due to keeping the consistency for the children.

Q: Parents also had a question regarding Vaccines for Staff/Community at large if YCOE will be providing them?

A: 164 slots were given to YCOE employees and the Task Force is working on getting more doses in order to be able to get all staff vaccinated if wanted. YCOE is a POD for distribution for Vaccines to the greater community and within the next few months we should be hearing more about the Vaccines available for the Community.

Q: Parents wanted to know how the capacity limits within the classrooms were determined? Where did we get the ratios from?

A: Nicole let parents know the capacity limits are directly from CDE (California Department of Education) website specifically for Early Childhood Development and their allotting how many kids and adults could be within one classroom. Gustavo did a training for all parents concerning the capacity within the classrooms and he will forward the Power Point Presentation information to all the Teachers so they could share with the parents if they are interested.

Q: Can Parents still change their mind to send their child to Center based Learning instead of Virtual Learning. A Parent is concerned the Virtual Learning is being decreased to only 1 Zoom meeting per day.

A: Silvia Confirmed that Virtual Learning is being decreased from 2 Zoom meetings to 1 Zoom meeting per day due to the Teachers having to be available for Center base Learning which starts March 1, 2021. Gail suggested they speak with their Family Support Services Assistant to talk about their options between the two programs.

**7.0 Financial Report: Debra Hinely**

**7.1 Monthly Financial Report:** Debra went over the Financial Report for the month of January 2021 and offered to go over any previous months if anyone had questioned since our last meeting was held in December 2020.

**7.2 YCOE Audit Report 2020:** Debra explained that the report is for Fiscal Year July 1, 2019 through June 30, 2020 normally it is due in December Federal Audit Clearing House but due to pandemic it is due in March 2021. In this report YCOE did have 2 findings but they are not in the area of Head Start/Early Head Start they are in other programs within YCOE.

**7.3 2020-2021 Semi Annual Federal Financial Report:** Debra explained that because of COVID this report will look different than other previous years. The report is through December 2020 and is done every 6 months.

**8.0 Programs Operations: Service Area Reports- Silvia Meza-Lara**

Silvia went over trainings which consisted of Microsoft 360 training, COVID training, Make Parenting a Pleasure for Parents were conducting and Mental Health trainings highlighting self-care by Sue Lomax all trainings were conducted via Zoom. Task Force Meetings concentrating on reopening of campuses are held once a month.

**9.0 Confirm Next Meeting Date:**

Regular Meeting will be Friday March 26, 2021 at 2 pm

*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*

**10.0 Motion for Adjournment: The meeting adjourned at 3:56 pm**

**M1: Rosa Silva M2: Annalisa Vasquez**

**Roll Call:** Members participating were: Annalisa Vasquez, Rosa Silva, Mary Bruning, Laura Quezada, Candelaria Mendoza and Sue Lomax

## 5. 5. Quarterly Report on Williams Uniform Complaints for YCOE Schools

---

### Description

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

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

### Recommendation

For Information.

### Supporting Documents



Williams April 2021

### Contact Person

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



**Quarterly Report on Williams Uniform Complaints**  
 [Education Code § 35186(d)]

District: Yolo County Office of Education

Person completing this form: Deb Bruns Title: Director, C&I

Quarterly Report Submission Date:  
 (check one)

- October 2020
- January 2021
- April 2021
- July 2021

Date for information to be reported publicly at governing board meeting: April 13, 2021

Please check the box that applies:

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

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

Garth Lewis

Print Name of District Superintendent

  
 Signature of District Superintendent

3/23/21  
 Date

## 5. 6. Dan Jacobs Revised Calendar

---

### Description

Presented for your information and approval is the revised Dan Jacobs calendar which includes May 18th as an additional school day.

### Recommendation

It is the staff's recommendation that the board approves the revised 2021-2022 calendar as presented.

### Supporting Documents



2021-22 Calendar D.pdf

### Contact Person

Dr. Micah Studer, Interim Associate Superintendent of Educational Services, will present this item.

Dan Jacobs (Juvenile Hall)

**July** (21 days extended year)

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

**August** (14 days)(8 days extended year)

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

**September** (21 days)

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

**October** (21 days)

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

**November** (19 days)

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

**December** (13 days)

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

**January** (20 days)

3	4	5	6	7
10	11	12	13	14
17 ☺	18	19	20	21
24	25	26	27	28
31				

**February** (18 days)

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

**March** (23 days)

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

**April** (21 days)

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

**May** (12 days)(9 extended year)

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

**June** (22 extended year)

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

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

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

Staff Orientation: 8/9/2021
Instructional Days: Regular Year = 180 <b>Extended Year =60</b>
Month( ) = Teacher Work Days--182
Calendar D Approved:

## 5. 7. Cesar Chavez Community School Calendar

---

### Description

Presented for information is the Cesar Chavez 2021-2022 school calendar. This calendar follows the Woodland Joint Unified School District calendar.

### Recommendation

Information Only

### Supporting Documents



2021-22 Calendar F.pdf

### Contact Person

Dr. Micah Studer, Interim Associate Superintendent of Educational Services, will present this item.

Cesar Chavez

July (2 days extended year)

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

August (12 days)

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

September (21 days)

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

October (21 days)

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

November (15 days)

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

December (13 days)

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

January (15 days)

3☀	4☀	5☀	6☀	7♣
10	11	12	13	14
17☺	18	19	20	21
24	25	26	27	28
31				

February (18 days)

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

March (23 days)

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

April (16 days)

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

May (21 days)

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

June (7 days) (14 days extended year)

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

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

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

Staff Orientation: 8/09/2021
Instructional Days:
Regular Year = 180
<b>Extended Year= 16</b>
Month( ) = Teacher Work Days--182
Calendar F 3/26/2021

## 5. 8. Title XV Review of Dan Jacobs

---

### Description

Presented for your information are the Title XV review documents recently submitted to our partners at the Yolo County Probation Department. These documents show that:

1. A Title XV Review of the Juvenile Detention Facility was conducted in partnership with Yuba County Office of Education serving as an outside agency.
2. Dan Jacobs School at the Yolo County Juvenile Detention is in compliance with Article 6, Section 1370 of the Board of Corrections Title 15, Juvenile Facilities Regulations effective July of 2007.

### Recommendation

Information Only.

### Supporting Documents



Title XV Review.pdf

### Contact Person

Dr. Micah Studer, Interim Associate Superintendent of Educational Services, will present this item.

**Yolo County Office of Education**

To:	Mr. Oscar Ruiz, Superintendent Yolo County Juvenile Hall
From:	Ms. Gayelynn Gerhart, Principal Alternative Education Program
Date:	March 16, 2021
Re:	Juvenile Facilities Regulations; Title 15, Article 6 Section 1370 (Summary of Dan Jacobs School)

**Summary of educational evaluation:**

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

- Two hundred and forty (240) instructional minutes are devoted to the core curriculum of mathematics, English language arts, social science, science, physical education and to career technical education. All students are provided an educational program according to the current school calendar.
- The Renaissance STAR Math and Reading software program is used to assess each student’s current level of academic ability in the two subject areas. Students who are continuously enrolled are reassessed every 45 days.
- Records, including transcripts, for students are requested from the student’s previous school of enrollment. When received, this information is reviewed and added to each student’s individual learning plan which may be modified as needed to reflect the student’s completion of previous courses.
- Preparation support for high school equivalency options including the GED, HiSET and California High School Proficiency Examination (CHSPE) is provided using an on-line education program, Edgenuity. Dan Jacobs School administrator proctors the CHSPE while Yolo County Probation assists in providing testing services for the GED and HiSET exams.
- School staff and probation staff confer weekly during the multi-disciplinary team (MDT) meetings. Topics of conversation can include students, social/emotional wellbeing, current and past medical history, academic progress, behaviors, court proceedings and safeguards.
- A progressive discipline process is in place between the school and the juvenile detention facility (JDF) that integrates into the facility’s overall behavioral

management plan.

- Students are given the opportunity to take career technical education courses for career and life skills development using the on-line education program, Edgenuity.
- Students are offered curriculum on life skills via classroom instruction and through partnerships with community organizations such as SAYS and the JDF.
- Fine arts curriculum is offered in a variety of ways: through the classroom curriculum, via the instructor, or through the on-line program, Edgenuity.
- For students who qualify under IDEA as special education, Yolo County Office of Education provides a Resource Specialist (RSP) teacher whose main responsibility is to work with classroom teachers to meet the educational needs of the youth enrolled in Dan Jacobs School. Copies of identified students' Individual Education Plan (IEP) are requested from the student's previous school or district. Additionally, there is a para educator under the RSP teacher's direction, who works with students with IEPs one-on-one using push in or pull out. The RSP teacher also assesses the progress that the students with IEPs are making towards their learning goals.
- Students who are categorized as English Learners (EL) are given the opportunity to receive intervention support. The focus of the curriculum is to assist students in becoming proficient in reading, writing, listening and speaking the English language.
- Students who enroll into Dan Jacobs are usually interviewed the first day that they attend and are asked about their home language, whether or not they have an IEP or 504, their previous school, and any other support services that they may have received from their previous school. This information is used to determine their educational plan and assessments needed.
- All students who are enrolled at Dan Jacobs School are treated equally with the opportunity to enroll into any class offered. The same opportunity is also offered to students who have been placed in protective custody where they may not be able to attend class for a particular reason.
- All school staff attend juvenile detention general staff meetings. The meetings are an opportunity to share information between juvenile detention staff and school staff of any changes or updates that have been made.
- In keeping with Article 6, Section 1370 of the Board of Corrections Title 15, students who are enrolled at Dan Jacobs School receive grades and credits for all academic work completed. A transcript is forwarded to the student's next school upon release from the institution.

Mr. Ruiz, should you have any questions regarding the instructional program stated above, please contact me at (530) 668-3900.



March 1, 2021

Micah Studer Ed.D., CCTO  
Executive Director,  
Equity and Support Services  
Yolo County Office of Education

Re: Yolo County Juvenile Detention Facility Title XV Evaluation 2020

Dear Dr. Studer,

Please accept this notice as official documentation that based upon my review of the Yolo County Juvenile Detention Facility in collaboration with Yolo County Office of Education staff, I verify that there are no deficiencies with Title XV regulations, and found no areas requiring corrective action.

If you have any questions, please feel free to contact me.

Thank you.

*Bobbi Abold*

Bobbi Abold  
Assistant Superintendent of Instruction  
Yuba County Office of Education  
[Bobbi.abold@yubacoe.k12.ca.us](mailto:Bobbi.abold@yubacoe.k12.ca.us)

**JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION**  
**Juvenile Halls and Camps**

FACILITY NAME: Dan Jacobs School		COUNTY: Yolo
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE): 2280 E. Gibson Road Woodland, Ca. 95776		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL  X	CAMP  <input type="checkbox"/>
DATE EVALUATED: February 5, 2020		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE): Bobbi Abold, Assistant Superintendent of Instruction, Yuba County Office of Education, (530) 749-4872		
EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE): Gayelynn Gerhart, Principal Alternative Education Programs, Yolo County Office of Education (530) 668-3091, Micah Studer, Executive Director of Equity & Support Services, Yolo County Office of Education (530) 668-3771, Jatinder Sandhu, Teacher Alternative Education, Dan Jacobs School, (530) 668-3896		

### Purpose

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

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

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

### Instructions

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

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title 15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

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

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

## JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

1370. Education Program	YES	NO	N/A	COMMENTS
<p><b>(a) School Programs</b> The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.</p>	X			Dan Jacobs has a principal assigned to oversee the program. The administrator is credentialed and are hired through an agreement with Yolo County Office of Education (YCOE).
The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.	X			Probation and YCOE staff collaborate via the multi-disciplinary team (MDT) meetings, weekly juvenile detention facility (JDF)/YCOE administration team meetings, JDF monthly staff meetings, and teacher end-of-day reports. Agendas and minutes are provided for all collaborative meetings.
Culturally responsive and trauma-informed approaches should be applied when providing instruction.	X			All alternative education teachers and support staff attend scheduled, on-going professional development sessions focused on adopting, creating, and delivering culturally responsive curriculum and culturally responsive environments. Professional learning has been led by Sandy Holman, Davis Culture Co-Op, Dr. Vajra Watson of UC Davis, and Lacy Asbill with Reading with Relevance. (2019-2020 School year). Yolo County Mental Health staff has trained all alternative education staff in trauma informed practices. Most alternative education staff are also trained in Crisis Prevention Intervention.
Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices.	X			YCOE and JDF staff have worked to use the Internet safely to facilitate learning. There are ten computers in each classroom, in addition to teacher stations. The teacher uses Insight to lockdown technology as needed. The teachers need to unblock online websites for students to access them. Security cable locks are on each computer as an additional safety practice.
The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.	X			An annual review is done each spring. As necessary, corrective action is taken to resolve any identified issues.
Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site.	X			While the principal was part of the interviewed team, the review was not delegated to an individual.
The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.	X			The review is conducted by an outside agency. In 2020-2021, the review was conducted by the Assistant Superintendent of Instruction for Yuba County Office of Education. The report is submitted to the superintendent of the juvenile detention facility, Mr. Oscar Ruiz, upon completion. After review, the YCOE administrative team will resolve any identified non-compliance items.

1370. Education Program	YES	NO	N/A	COMMENTS
<p><b>(b) Required elements</b> The facility school program shall comply with the State Education Code and County Board of Education policies.</p>	X			<p>Dan Jacobs School (DJS) fully complies with State Education Code and County Board of Education educational policy. Two hundred and forty (240) instructional minutes are devoted to the core curriculum of mathematics English language arts, social science, science, physical education and to career technical education. Students are on a high school diploma (HSD) track and the program is accredited. One hundred and forty (140) credits are required for graduation. A graduation celebration occurs as students complete. Students also have an opportunity, should they choose, to pursue high school equivalency options as an alternative to the HSD. These options are outlined in their individual learning plans (ILP).</p>
<p>As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe.</p>	X			<p>Staff has been trained in Positive Behavior Intervention Strategies (PBIS) and these are implemented throughout the facility. Probation and education staff have all been trained. In addition, teachers have received training in culturally responsive curriculum and in having culturally sensitive discussions with students. A handbook outlines classroom expectations and protocol. There is a shared desire between YCOE and JDF staff to provide superior supervision and maintain safe classrooms. There are positive behavior point systems in place. Students earn points for good behavior and can use those points in a student store. YCOE offers a small staff to student ratio. YCOE also provides bilingual teachers and para-educators who support students.</p>
<p>Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.</p>	X			<p>To provide a rigorous, quality educational program while responding to the different learning styles and abilities of students, YCOE staff employ a variety of instructional methods: direct instruction, small-group, blended learning using Edgenuity, and project-based learning. Teachers differentiate instruction to meet the needs of all students. Beyond preparation for high school completion, students focus on career exploration and entry through a curriculum called Life Readiness. YCOE teachers deliver this instruction in partnership with JDF staff. Students also have the opportunity to participate in post-secondary training through Sacramento City and Woodland Community Colleges. Students take online classes for high school and college credit. Appropriate technology use is monitored by YCOE teachers during the educational day.</p> <p>(Due to COVID-19 guidelines, distance learning has been in place since March 16, 2020.)</p>
<p>(1) The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.</p>	X			<p>The course of study follows the California Department of Education (CDE) guidelines for graduation. Students earn 140 credits for graduation.</p>

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

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

1370. Education Program	YES	NO	N/A	COMMENTS
(2) Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.	X			Students who are categorized as English Learners (EL) are given the opportunity to receive intervention support. The primary curriculum is Edgenuity and this is supplemented by Edge. The focus of the curriculum is to assist students in becoming proficient in reading, writing, listening and speaking the English language. Curriculum is aligned to the EL standards and students measure progress through English Language Proficiency Assessments for California (ELPAC) testing.
<b>(e) Educational Screening and Admission</b>				
(1) Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			Students who enroll into Dan Jacobs are interviewed the first day that they attend and are asked about their home language, whether they have an IEP or 504, their previous school, and any other support services that they may have received from their previous school. This information is used to determine their educational plan and assessments needed. The interview form is available in English and Spanish, but additional translation services can be obtained as necessary. DJS also does a records request of the prior school to obtain information about discipline, attendance, special services, current courses, and transcripts.
(A) School progress/school history;	X			See above.(e)(1)
(B) Home Language Survey and the results of the State Test used for English language proficiency;	X			See above.(e)(1)
(C) Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			See above.(e)(1)
(D) Discipline problems.	X			See above. (e)(1)
(2) Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.	X			See above. (e)(1)
(3) After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			Students are enrolled immediately by DJS staff. JDF staff encourage student enrollment in school right way. All students are assessed within the first 72 hours using the STAR Renaissance Reading and Math tests. Students meet with the teacher and develop an individual learning plan. A basic plan is developed at the initial interview and a more comprehensive ILP is developed for students who are in the JDF for 10 or more days.  (Due to COVID-19 guidelines, distance learning has been in place since March 16, 2020.)



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

**Summary of educational evaluation:**

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

## 5. 9. Expanded Learning Opportunity Grant Overview

---

### Description

As part of AB 86, the California Legislature allocated additional funding for In-Person Learning and Expanded Learning Opportunities. As a requirement to receive this funding, the LEA must have a board-approved expenditure plan prior to June 1st, 2021.

### Recommendation

Information Only. It is the staff's intention to bring the fully developed plan to the board for information and approval at the May Board of Education meeting.

### Supporting Documents



ELO Overview



ELO Overview.pptx



2021\_Expanded\_Learning\_Opportunities\_Grant\_Plan\_Yolo\_County\_Office\_of\_Education\_2021040..

### Supporting Links

AB86 Article - <https://edsource.org/2021/california-legislature-approves-plan-to-encourage-schools-to-reopen-for-in-person-instruction/650493>

### Contact Person

Dr. Micah Studer, Interim Associate Superintendent of Educational Services, will present this item.

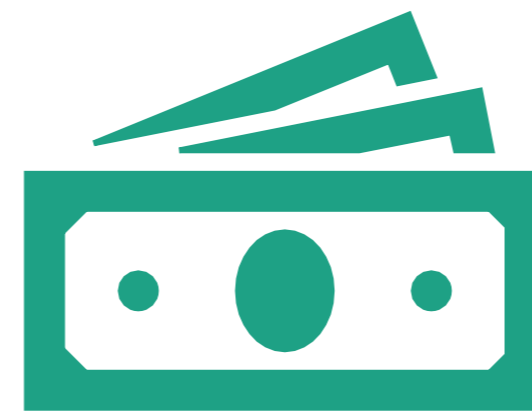
# Expanded Learning Opportunities Overview



# Grant Overview



Assembly Bill 86



Total Funding: \$638,508



Learning Recovery through  
Expanded Learning  
Opportunities

# Key Template Features

Stakeholder Engagement

Need to Supports Throughline

Expenditure Categories

Fund Coordination

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditu
Extending instructional learning time		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies		

# Expenditure Plan

# Coordination of Funding



# THANK YOU

---







# Expanded Learning Opportunities Grant Plan

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

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

A description of how students will be identified and the needs of students will be assessed.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

A description of the LEA’s plan to provide supplemental instruction and support.

# Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs		
Total Funds to implement the Strategies		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

### **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

## 5. 10. Monthly Board Financial Report

---

### Description

Per request of the County Board of Education, attached is the current financial report for March 2021.

### Recommendation

For information only.

### Supporting Documents

 BOARD FINANCIAL REPORT MARCH 04052021.pdf

### Contact Person

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



OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
	REVENUE LIMIT SOURCES :	11,275,171.00	3,639,649.00	14,914,820.00	6,638,914.22	8,275,905.78	44.51
	FEDERAL REVENUES :	4,917,722.00	1,199,114.00	6,116,836.00	3,409,495.97	2,707,340.03	55.73
	OTHER STATE REVENUES :	2,917,805.00	1,339,780.00	4,257,585.00	2,136,720.59	2,120,864.41	50.18
	OTHER LOCAL REVENUES :	6,997,875.00	93,647.00	7,091,522.00	1,618,847.18	5,472,674.82	22.82
* TOTAL YEAR TO DATE REVENUES	* *	26,108,573.00 *	6,272,190.00 *	32,380,763.00 *	13,803,977.96 *	18,576,785.04 *	42.63

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	6,412,560.00	336,932.00	6,749,492.00	4,540,795.74	2,208,696.26	67.27
	CLASSIFIED SALARIES :	7,446,979.00	147,609.00	7,594,588.00	5,063,942.01	2,530,645.99	66.67
	EMPLOYEE BENEFITS :	6,920,161.00	672,422.00-	6,247,739.00	3,429,361.48	2,818,377.52	54.88
	BOOKS AND SUPPLIES :	866,474.00	749,117.00	1,615,591.00	950,925.88	664,665.12	58.85
	SERVICES, OTHER OPER. EXPENSE:	4,469,754.00	4,359,510.37	8,829,264.37	2,415,613.23	6,413,651.14	27.35
	CAPITAL OUTLAY :	123,016.00	895,937.00	1,018,953.00	701,933.01	317,019.99	68.88
	OTHER OUTGOING :	.00	3,529.00	3,529.00	3,528.00	1.00	99.97
	DIRECT SUPPORT/INDIRECT COSTS:	327,303.00-	61,091.00-	388,394.00-	134,027.64-	254,366.36-	34.50
* TOTAL YEAR TO DATE EXPENDITURES	* *	25,911,641.00 *	5,759,121.37 *	31,670,762.37 *	16,972,071.71 *	14,698,690.66 *	53.58

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
9110	CASH IN COUNTY TREASURY	8,470,723.27	342,186.69-	8,128,536.58

**5. 11. First Reading of Public comment card, sign in sheet & google form** 

---

**Description**

Review the public comment card, sign in sheet and google form. Documents will return to the Board for approval at the May 11, 2021 Regular Board meeting.

**Recommendation**

For Information.

**Supporting Documents**



YOLO COUNTY OFFICE OF EDUCATION - REQUEST TO SPEAK - Google Forms REVISED 5-2021

**Contact Person**

Superintendent Garth Lewis.

# YOLO COUNTY OFFICE OF EDUCATION

## BOARD OF EDUCATION MEETING

\* Required

### Request for Participation in Yolo County Board of Education Meetings

The Board of Trustees is interested in all points of view and in community involvement in school matters. Any resident who wishes to express an opinion or make a suggestion on any item on the Agenda is able to do so with the permission of the President of the Board at the time the item is discussed. The Board of Trustees meeting is a meeting held in public and the agenda provides citizens an opportunity to approach the Board under the section entitled "Recognition of Visitors" if one wishes to speak to an item that is not on the agenda.

**PLEASE COMPLETE AND SUBMIT THIS FORM FOR THE SUPERINTENDENT AT THE BEGINNING OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES**

1. DATE OF PRESENTATION \*

---

*Example: January 7, 2019*

2. YOUR NAME / AFFILIATION \*

---

3. AGENDA ITEM # \*

---

4. TITLE OF AGENDA ITEM \*

---

5. Brief Statement Regarding Your Interest \*

---



---



---



---



---

**Three (3) Minute Presentation Time**

(Please limit your comments to three (3) minutes so that the Board may stay within the time allowed for this meeting)

*Skip to question 6*

**CONTACT  
INFORMATION  
(Optional)**

You may optionally provide your phone number, city/county and email address in case the Superintendent or Board Members have questions about your item or need to follow up with you with later. Thank you.

6. PHONE NUMBER

---

7. CITY/COUNTY

---

8. EMAIL ADDRESS

---

This content is neither created nor endorsed by Google.



## 5. 12. First Reading of Board Bylaws

---

### Description

First Reading of Board Bylaws:

BB 9000 Role of the Board

BB 9012 Board Member Electronic Communications

BB 9320 Meetings and Notices

### Recommendation

Please review attached Board Bylaws. This item will be brought back to the Board on May 11, 2021 for approval.

### Supporting Documents



BB 9000 Role of the Board



BB 9000 Role of the Board Revised 5-2021



9320 Meetings and Notices



9320 Meetings and Notices Revised 5-21



BB 9012



BB 9012 Board Member Elec Comms Revised 5-21

### Contact Person

Superintendent Garth Lewis

**ROLE OF THE BOARD**

The County Board of Education provides leadership and citizen oversight for educational programs and services operated by the county office of education (COE), including services provided to school districts and the community. The primary objective of the County Board is to work with the County Superintendent of Schools to establish the direction and priorities for the COE and to provide leadership to support the success of public education.

To fulfill its objective, the County Board shall:

1. Collaborate with the County Superintendent to ensure implementation of the shared vision, goals, and policies of the COE
2. Adopt and update policies for its own governance and for programs under the statutory authority of the County Board
3. Ensure accountability for student learning in schools and programs under the statutory authority of the County Board
4. Adopt the annual budget and review interim reports of the County Superintendent
5. Fix the salary of the County Superintendent in accordance with law and Board Bylaw 9500
6. Acquire, lease, lease-purchase, hold and convey real property for the purpose of housing the offices and the services of the COE
7. Along with the County Superintendent, ensure the provision of a safe and appropriate educational environment for all COE students
8. Conduct appeals on the following actions by district governing boards: student expulsions; interdistrict transfer requests; denials, nonrenewals, or revocations of charter school petitions; and other matters when required by law
9. Maintain a cooperative and supportive working relationship with local school districts, their school boards, and the community
10. Conduct public hearings when appropriate
11. Fulfill responsibilities relating to the Local Control Funding Formula (LCFF), including adopting the COE local control and accountability plan (LCAP) and any revisions and updates to it

**ROLE OF THE BOARD** (continued)

12. Consider petitions and provide oversight for charter schools approved by the County Board and fulfill other statutory responsibilities in connection with charter schools
13. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels

The County Board is authorized to establish, carry on, and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law and does not conflict with the purposes for which the County Board is established. (Education Code 35160-35160.1)

*Legal Reference:*

EDUCATION CODE

- 1040 Duties and responsibilities; county boards of education
- 1042 County boards; authority
- 1240 Duties of county superintendent
- 1279 Disposal of personal property
- 1280 Budget revisions
- 33319.5 Implementation of authority of local agencies
- 35160 Authority of county boards
- 35160.1 Authority of county boards; legislative intent
- 47600-47616.5 Charter Schools Act of 1992, as amended
- 48919 Expulsion and appeals to county board
- 52066-52068 Adoption of local control and accountability plan

*Management Resources:*

CSBA PUBLICATIONS

- Professional Governance Standards for County Boards, October 2014*
- CALIFORNIA COUNTY BOARDS OF EDUCATION PUBLICATIONS
- County Board Member Handbook: A Guide to Effective Governance, 2015*

WEB SITES

- CSBA: <http://www.csba.org>
- California County Boards of Education: <http://www.theccbe.org>

Adopted: June 29, 2017

**YOLO COUNTY OFFICE OF EDUCATION**  
Woodland, California

**ROLE OF THE BOARD**

The County Board of Education provides leadership and citizen oversight for educational programs and services operated by the county office of education (COE), including services provided to school districts and the community. The primary objective of the County Board is to work with the County Superintendent of Schools to establish the direction and priorities for the COE and to provide leadership to support the success of public education.

To fulfill its objective, the County Board shall:

1. Collaborate with the County Superintendent to ensure implementation of the shared vision, goals, and policies of the COE
2. Adopt and update policies for ~~its~~ the Board's -own governance and for programs under the statutory authority of the County Board
3. Ensure accountability for student learning in schools and programs under the statutory authority of the County Board
4. Adopt the annual budget and review interim reports of the County Superintendent
5. Fix the salary of the County Superintendent in accordance with law and Board Bylaw 9500
6. Acquire, lease, lease-purchase, hold and convey real property for the purpose of housing the offices and the services of the COE
7. Along with the County Superintendent, ensure ~~the provision of~~ a safe and appropriate educational environment for all COE students
8. Conduct appeals on the following actions by district governing boards: student expulsions; interdistrict transfer requests; denials, nonrenewals, or revocations of charter school petitions; and other matters when required by law
9. Maintain a cooperative and supportive working relationship with local school districts, their school boards, and the community
10. Conduct public hearings when appropriate
11. Fulfill responsibilities relating to the Local Control Funding Formula (LCFF), including adopting the COE local control and accountability plan (LCAP) and any revisions and updates to it



**ROLE OF THE BOARD** (continued)

12. Consider petitions and provide oversight for charter schools approved by the County Board and fulfill other statutory responsibilities in connection with charter schools
13. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels

The County Board is authorized to establish, carry on, and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law and does not conflict with the purposes for which the County Board is established. (Education Code 35160-35160.1)

*Legal Reference:*

EDUCATION CODE

- 1040 Duties and responsibilities; county boards of education
- 1042 County boards; authority
- 1240 Duties of county superintendent
- 1279 Disposal of personal property
- 1280 Budget revisions
- 33319.5 Implementation of authority of local agencies
- 35160 Authority of county boards
- 35160.1 Authority of county boards; legislative intent
- 47600-47616.5 Charter Schools Act of 1992, as amended
- 48919 Expulsion and appeals to county board
- 52066-52068 Adoption of local control and accountability plan

*Management Resources:*

CSBA PUBLICATIONS

*Professional Governance Standards for County Boards, October 2014*

CALIFORNIA COUNTY BOARDS OF EDUCATION PUBLICATIONS

*County Board Member Handbook: A Guide to Effective Governance, 2015*

WEB SITES

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

California County Boards of Education: <http://www.theccbe.org>

Adopted: June 29, 2017

Revised: May 11, 2021

**YOLO COUNTY OFFICE OF EDUCATION**

Woodland, California

## **Meetings and Notices**

It is a strong policy of the board to support the legal intent of The Ralph M. Brown Act, which is the law that guarantees the public's right to attend and participate in meetings of local legislative bodies. The board assures that its meetings will be held in compliance with this law.

The board recognizes that state open meeting laws define a "meeting" as:

1. Any congregation of a majority of the members of the board in the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the board or district.
2. Any use of direct communication, personal intermediaries or technological devices by a majority of board members to develop a collective concurrence as to an action the members will take on an item. (*Government Code § 54952.2*)

Provided that a majority of the board members do not discuss among themselves business of a specific nature that is within the board's subject matter jurisdiction, attendance by a majority of the board's members at any of the following events and individual contacts or conversations between a board member and any other person are not subject to state open meeting laws:

1. A conference or similar public gathering that involves a discussion of issues of general interest to the public or to school boards.
2. An open, publicized meeting organized by a person or organization other than the board to address a topic of local community concern.
3. A purely social or ceremonial occasion. (*Government Code § 54952.2*)

Board meetings shall be open to the public and held within county boundaries, except as allowed by law. The board welcomes public participation at its open meetings for purposes identified in law (see attached E 9320.00). (*Government Code §§ 54953, 54954*)

All board policies and administrative regulations shall apply equally to meetings that are video conferenced. The superintendent or designee shall establish procedures to facilitate public participation in the meeting at each video teleconference location.

### **Regular Meetings**

The board shall hold one regular meeting each month. Date, time, and place of these meetings shall be established at the annual organizational meeting.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (*Government Code § 54954.2*)

### **Time, Place, Notification for Meetings**

At the annual organization meeting or as shortly thereafter as possible, the board will adopt a calendar of regular meetings which shall, in accordance with law, specify the time, place, and date of each regular meeting scheduled before the next organization meeting.

The Secretary of the Board shall notify all local papers each month of the board meeting, date, and hour, and invite the public to attend. The Board shall review its meeting calendar quarterly and will confirm or may change meeting dates at that time. Subsequent changes in meeting dates shall require approval by all sitting board members. Their individual approval/disapproval may be communicated to the Board President, to the Superintendent, or at the Board meeting at which time the matter is considered. (Education Code §§ 1011, 1040, Government Code § 54954)

The meetings of the board shall be held at the office of the Yolo County Office of Education in the Conference Center unless specifically announced for some other location.

A notice of each regular meeting and any special meeting called at least one week in advance, shall be mailed to any person who has filed with the board a written request for such notice. The notice shall be mailed at least one week before the meeting. Requests are valid for one year from the date filed unless renewed. Renewal requests must be filed within 90 days after January 1 of each year. (*Government Code § 54954.1*)

Persons requesting notices shall pay an annual mailing fee as determined by the superintendent or designee.

### **Special Meetings (Non-Emergency)**

The presiding officer or a majority of the members of the board may call special meetings of the board.

All members of the board and the superintendent shall be notified of the special meeting and the purpose(s) for which it is called by written notice delivered to them at least 24 hours in advance of the meeting. (*Government Code § 54956*)

The agenda for special meetings shall be posted at a place where citizens and employees may view it at least 24 hours prior to the meeting, and shall be received by news media at least 24 hours prior to the meeting. (*Ed Code §§ 1012 and 1016*)

An agenda shall be prepared as specified for regular board meetings and shall be delivered with the notice of the special meeting to board members together with supporting documents, if any. The agenda shall be posted according to law. The agenda for the special meeting may be mailed with the notice to news media, organizations and property owners, or the business to be transacted shall be stated in the notice.

Only those items of business listed in the call for the special meeting shall be considered at that special meeting.

When a special meeting is called at least one week in advance, a notice of the meeting shall be mailed at least one week before the meeting to any person who has appropriately filed with the board a written request for notice of regular meetings. (*Government Code § 54954.1*)

### **Special Meetings (Emergency)**

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the board may hold a special meeting without complying with the 24-hour notice requirement of *Government Code § 54956*. An emergency situation means any of the following:

1. A work stoppage or other activity which severely impairs public health, safety, or both, as determined by a majority of the members of the board.
2. A crippling disaster which severely impairs public health, safety, or both, as determined by a majority of the members of the board.

Each local newspaper of general circulation and radio or television station which has requested notice of special meetings shall be notified by the President of the board or the President's designee, one hour prior to the special meeting. In the event that telephone services are not functioning, the notice requirement of one hour is waived, but the board or its designee shall notify such newspapers, radio stations, or television stations of the fact of the holding of the meeting, and of any action taken by the board, as soon after the meeting as possible.

No closed session may be held during an emergency special meeting, and all other rules governing special meetings shall be observed with the exception of the 24-hour notice. The minutes of the meeting, a list of persons the President or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at such meeting shall be posted for a minimum of ten days in a public place as soon after the meeting as possible. (*Government Code § 54956.5*)

### **Adjourned Meetings**

A majority vote by the board may adjourn any meeting at any place in the agenda to any time and place specified in the order of adjournment, except that if no members are present at any regular or adjourned regular meeting, the secretary or the clerk may declare the meeting adjourned to a stated time and place, and he/she shall cause a written notice of the adjournment to be given in the same manner as in *Government Code § 54596*. (See Special Meetings - Non-Emergency). A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of adjournment. (*Government Code § 54955*).

Only uncompleted items of the original agenda or items related to the original agenda may be acted upon at an adjourned meeting.

### **Video Teleconferencing**

The board may use video teleconferences for board meetings when receiving public comment or testimony and during board deliberations. Agendas shall be posted at all video conference locations whenever they are posted elsewhere. (*Government Code § 54953*)

### **Public Participation in County Board of Education Meetings**

The board, as the representative body of the Yolo County Office of Education (YCOE), wishes to provide an avenue for any citizen to express interest in the schools. Accordingly, the public is invited to attend any regular or special meeting of the board.

Meetings of the board are conducted for the purpose of carrying on the business of the board, and therefore are not public meetings, but meetings held in public. Meetings are closed to the public only during executive sessions, the purpose of which is to discuss certain matters which are confidential by nature and which are permitted by law to be considered in executive session.

While it is the intent of the board to extend to all citizens a fair and adequate hearing on every matter of concern, complaints from individual citizens or groups within the county about members of the staff or instructional materials will not be considered by the board until efforts have been made to resolve any such complaint by use of the established complaint procedure.

The Board welcomes participation of interested organizations and individuals. Advance announcements of all regular and special meetings are made by posting the agenda on the bulletin board of every school operated by YCOE, at YCOE administrative offices, and at designated public locations, at least 72 hours before a regular meeting and 24 hours before a special meeting. Notice of meetings will also be given to news media, and to those citizens and community and professional organizations who specifically request such notification. Under emergency conditions, a special meeting may be announced by posting the agenda or call for the meeting only, although a determined effort will be made to notify all concerned news media, organizations and individuals. A reasonable charge may be made of those persons and organizations requesting continued advance announcements and agenda backup materials.

Any member of the public may place a matter directly related to board business on the agenda of a regular board meeting, subject to the following conditions:

1. The request must be in writing and be submitted to the superintendent together with supporting documents and information, if any, at least five business days prior to the legally required posting of the agenda.
2. The superintendent shall be the sole judge of whether the request is or is not a "matter directly related to board business."

3. No matter which is legally a proper subject for consideration in executive session will be accepted under this provision.
4. The board may place limitations on the total time to be devoted to the matter at any meeting, and may limit the time allowed for any one person to speak on the matter at that meeting.

The board may take action on a matter placed on the agenda in this manner.

This provision permitting a member of the public to place a matter on the agenda does not prevent the board from hearing any matter which a member of the public may wish to bring to the attention of the board at a regular meeting, but the board cannot take action on such matter at that meeting. The matter could be placed on the agenda for a future meeting and action taken at that time.

Persons addressing the board shall be guided and constrained by the following conditions:

1. The person addressing the board may be required to show a reasonable basis of interest in the affairs of YCOE, such as being a legal resident of the county, being a parent or guardian of a child in a county program, or being a representative of an organization having legitimate concern with YCOE affairs, or other bona fide interest in the proceeding of the board.
2. Whenever the Board president determines a specific complaint or charge to be against a staff member employed by the County Superintendent, the president shall advise the complainant to address his/her complaint to the County Superintendent or designee.
3. Remarks or charges by any person addressing the board which reflect adversely upon the character or motives of any person are out of order.
4. Three minutes may be allotted to each person addressing the board, with a maximum of twenty minutes to any subject. The presiding officer of the board shall endeavor to allot equal time to persons having opposing views on a subject. These general time allotments may be altered at the discretion of the presiding officer.
5. It shall be in order for the members of the board or the superintendent to interrupt the speaker at any time to ask questions or to make a comment as frequently as necessary to clarify the discussion.
6. During the time when the board is holding official meetings, only those persons recognized by the presiding officer shall be permitted to participate in the discussion. Any attempt by any person not so recognized to discuss any matter before the board is out of order.

7. Inappropriate conduct by a person declared out of order by the presiding officer for violation of any of the above rules shall be grounds for summary termination of that person's privilege of addressing the board for that meeting.

Information regarding the procedure for audience participation at board meetings will be made available to the audience prior to any board meeting.

**Legal References:**

Education Code, 1011, 1012, 1016, 35140, 35143-35145, 35145.5  
Government Code, 54950-54957.9, 54952.2, 54953, 54954, 54954.1, 54954.2, 54955,  
54956, 54956.5

**ADOPTED:** July 23, 1984

**REVISED:** 04/23/90, 11/16/92, 10/24/94, 06/24/97, 02/15/01, 08/28/12

## Meetings and Notices

~~It is a strong policy of the board to support the legal intent of The Ralph M. Brown Act, which is the law that guarantees the public's right to attend and participate in meetings of local legislative bodies. The board assures that its meetings will be held in compliance with this law.~~

~~The board recognizes that state open meeting laws define a "meeting" as:~~

- ~~1. Any congregation of a majority of the members of the board in the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the board or district.~~
- ~~2. Any use of direct communication, personal intermediaries or technological devices by a majority of board members to develop a collective concurrence as to an action the members will take on an item. (Government Code § 54952.2)~~

~~Provided that a majority of the board members do not discuss among themselves business of a specific nature that is within the board's subject matter jurisdiction, attendance by a majority of the board's members at any of the following events and individual contacts or conversations between a board member and any other person are not subject to state open meeting laws:~~

- ~~1. A conference or similar public gathering that involves a discussion of issues of general interest to the public or to school boards.~~
- ~~2. An open, publicized meeting organized by a person or organization other than the board to address a topic of local community concern.~~
- ~~3. A purely social or ceremonial occasion. (Government Code § 54952.2)~~

~~Board meetings shall be open to the public and held within county boundaries, except as allowed by law. The board welcomes public participation at its open meetings for purposes identified in law (see attached E 9320.00). (Government Code §§ 54953, 54954)~~

~~All board policies and administrative regulations shall apply equally to meetings that are video conferenced. The superintendent or designee shall establish procedures to facilitate public participation in the meeting at each video teleconference location.~~

Meetings of the County Board of Education are conducted for the purpose of accomplishing County Board business. In accordance with state open meeting laws (Brown Act), the County Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, County Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the County Board's bylaws, policies, and administrative regulations.

A County Board meeting exists whenever a majority of County Board members gather at the



same time and location, including teleconference location, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the agency's web site, and (3) distributed at the next meeting. Although the Attorney General recognized that those three conditions would allow the deliberations to be conducted, to some extent, "in public," the emails were prohibited by the Brown Act because all debate would be completed before the meeting and members of the public who did not have Internet access would be excluded from the debate.\*\*\*

A majority of the County Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

However, the County Superintendent of Schools or a county office of education (COE) employee or official may engage in separate conversations with County Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the County Board, as long as that person does not communicate the comments or position of any County Board members to other County Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at County Board meetings, appropriate disability-related accommodations or modifications shall be provided upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, 54954.2)

### **Regular Meetings**

The board shall hold one regular meeting each month. Date, time, and place of these meetings shall be established at the annual organizational meeting.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the County Board's and/or COE's web site. (Government Code § 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the County Board less than 72 hours before the meeting, the secretary to the County Board or the secretary's designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

**~~Time, Place, Notification for Meetings~~**

~~At the annual organization meeting or as shortly thereafter as possible, the board will adopt a calendar of regular meetings which shall, in accordance with law, specify the time, place, and date of each regular meeting scheduled before the next organization meeting.~~

~~The Secretary of the Board shall notify all local papers each month of the board meeting, date, and hour, and invite the public to attend. The Board shall review its meeting calendar quarterly and will confirm or may change meeting dates at that time. Subsequent changes in meeting dates shall require approval by all sitting board members. Their individual approval/disapproval may be communicated to the Board President, to the Superintendent, or at the Board meeting at which time the matter is considered. (Education Code §§ 1011, 1040, Government Code § 54954)~~

~~The meetings of the board shall be held at the office of the Yolo County Office of Education in the Conference Center unless specifically announced for some other location.~~

~~A notice of each regular meeting and any special meeting called at least one week in advance, shall be mailed to any person who has filed with the board a written request for such notice. The notice shall be mailed at least one week before the meeting. Requests are valid for one year from the date filed unless renewed. Renewal requests must be filed within 90 days after January 1 of each year. (Government Code § 54954.1)~~

~~Persons requesting notices shall pay an annual mailing fee as determined by the superintendent or designee.~~

**~~Special Meetings (Non-Emergency)~~**

~~The presiding officer or a majority of the members of the board may call special meetings of the board.~~

~~All members of the board and the superintendent shall be notified of the special meeting and the purpose(s) for which it is called by written notice delivered to them at least 24 hours in advance of the meeting. (Government Code § 54956)~~

~~The agenda for special meetings shall be posted at a place where citizens and employees may view it at least 24 hours prior to the meeting, and shall be received by news media at least 24 hours prior to the meeting. (Ed Code §§ 1012 and 1016)~~

~~An agenda shall be prepared as specified for regular board meetings and shall be delivered with the notice of the special meeting to board members together with supporting documents, if any. The agenda shall be posted according to law. The agenda for the special meeting may be mailed with the notice to news media, organizations and property owners, or the business to be transacted shall be stated in the notice.~~

~~Only those items of business listed in the call for the special meeting shall be considered at that special meeting.~~

~~When a special meeting is called at least one week in advance, a notice of the meeting shall be mailed at least one week before the meeting to any person who has appropriately filed with the board a written request for notice of regular meetings. (Government Code § 54954.1)~~

~~Special meetings of the County Board may be called by the board president when exigencies require them to be held, or whenever any three members of the County Board make a written request for such a meeting. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the County Superintendent. (Education Code 1012; Government Code 54956)~~

~~Written notice of special meetings shall be delivered personally or by any other means to all County Board members and the local media who have requested such notice in writing. The notice also shall be posted on the County Board's and/or COE's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Government Code 54956)~~

~~Any County Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the secretary of the County Board or by being present at the meeting at the time it convenes. (Government Code 54956)~~

~~Every notice of a special meeting shall provide an opportunity for members of the public to directly address the County Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)~~

#### ~~Special Meetings (Emergency) Meetings~~

~~In the case of an emergency situation for involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the County bBoard may hold an emergency special meeting without complying with the 24-hour notice requirement of *Government Code § 54956*. The County Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)~~

~~An emergency situation means either any of the following: (Government Code 54956.5)~~

- ~~1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that which severely impairs public health; and/or safety; or both; as determined by a majority of the members of the County Bboard.~~
- ~~2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the County Board to provide one-hour notice before holding an emergency meeting may endanger the which severely impairs public~~

health and/or, safety, ~~or both~~, as determined by a majority of the members of the County Board.

~~Each local newspaper of general circulation and radio or television station which has requested notice of special meetings shall be notified by the President of the board or the President's designee, one hour prior to the special meeting. In the event that telephone services are not functioning, the notice requirement of one hour is waived, but the board or its designee shall notify such newspapers, radio stations, or television stations of the fact of the holding of the meeting, and of any action taken by the board, as soon after the meeting as possible.~~

~~No closed session may be held during an emergency special meeting, and all other rules governing special meetings shall be observed with the exception of the 24 hour notice. The minutes of the meeting, a list of persons the President or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at such meeting shall be posted for a minimum of ten days in a public place as soon after the meeting as possible. (Government Code § 54956.5)~~

Except in the case of a dire emergency, the County Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the County Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the County Board. In the case of a dire emergency, the County Board president or designee shall give such notice at or near the time notification is given to the other members of the County Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the County Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

#### **Adjourned/Continued Meetings**

~~A majority vote by the board may adjourn any meeting at any place in the agenda to any time and place specified in the order of adjournment, except that if no members are present at any regular or adjourned regular meeting, the secretary or the clerk may declare the meeting adjourned to a stated time and place, and he/she shall cause a written notice of the adjournment to be given in the same manner as in Government Code § 54596. (See Special Meetings – Non-Emergency). A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of adjournment. (Government Code § 54955).~~

The County Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the County Board may adjourn such a meeting. If no County Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where

the meeting was held. (Government Code 54955)

**Board Bylaws and Policies Manual** **BB 9320**  
**Yolo County Board of Education** **Page 4 of 6**  
**Series 9000: Bylaws of the Board**

~~Only uncompleted items of the original agenda or items related to the original agenda may be acted upon at an adjourned meeting.~~

#### Study Sessions, Retreats, Public Forums, and Discussion Meetings

The County Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The County Board may also convene a retreat or discussion meeting to discuss County Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the County Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within the county. Action items shall not be included on the agenda for these meetings.

#### Other Gatherings

Attendance by a majority of County Board members at any of the following events is not subject to the Brown Act provided that a majority of the County Board members do not discuss specific County Board business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to county board members
2. An open, publicized meeting organized by a person or organization other than the County Board or COE to address a topic of local community concern
3. An open and noticed meeting of another body of the COE
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the County Board, provided that the County Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a County Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

#### Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

(cf. 0410 - Nondiscrimination in County Office Programs and Activities)

Meetings shall be held within the county, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the COE is a party
2. Inspect real or personal property which cannot conveniently be brought into the county, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the COE has no meeting facility within its boundaries or if its principal office is located outside the county
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the COE over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the COE but located outside the county, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the County Board's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

Meetings exempted from the boundary requirements, as specified in items #1-8 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the County Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting location unsafe, meetings shall be held for the duration of the emergency at a place designated by the County Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

### **~~Video~~ Teleconferencing**

A teleconference is a meeting of the County Board in which County Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The County Board may use ~~video~~ teleconferences for all purposes in connection with any meeting within its subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. ~~board meetings when receiving public comment or testimony and during board deliberations. Agendas shall be posted at all video conference locations whenever they are posted elsewhere. (Government Code § 54953)~~

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the County Board, including the right to address the County Board directly at each teleconference location. (Government Code 54953)

All County Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The County Board secretary or designee shall facilitate public participation in the meeting at each teleconference location.

### **~~Public Participation in County Board of Education Meetings~~**

The board, as the representative body of the Yolo County Office of Education (YCOE), wishes to provide an avenue for any citizen to express interest in the schools. Accordingly, the public is invited to attend any regular or special meeting of the board.

Meetings of the board are conducted for the purpose of carrying on the business of the board, and therefore are not public meetings, but meetings held in public. Meetings are closed to the public only during executive sessions, the purpose of which is to discuss certain matters which are confidential by nature and which are permitted by law to be considered in executive session.

While it is the intent of the board to extend to all citizens a fair and adequate hearing on every matter of concern, complaints from individual citizens or groups within the county about members of the staff or instructional materials will not be considered by the board until efforts have been made to resolve any such complaint by use of the established complaint procedure.

The Board welcomes participation of interested organizations and individuals. Advance announcements of all regular and special meetings are made by posting the agenda on the bulletin board of every school operated by YCOE, at YCOE administrative offices, and at designated public locations, at least 72 hours before a regular meeting and 24 hours before a special meeting. Notice of meetings will also be given to news media, and to those citizens and community and professional organizations who specifically request such notification. Under emergency conditions, a special

~~meeting may be announced by posting the agenda or call for the meeting only, although a determined effort will be made to notify all concerned news media, organizations and individuals. A reasonable charge may be made of those persons and organizations requesting continued advance announcements and agenda backup materials.~~

~~Any member of the public may place a matter directly related to board business on the agenda of a regular board meeting, subject to the following conditions:~~

- ~~1. The request must be in writing and be submitted to the superintendent together with supporting documents and information, if any, at least five business days prior to the legally required posting of the agenda.~~
- ~~2. The superintendent shall be the sole judge of whether the request is or is not a "matter directly related to board business."~~



- ~~3. No matter which is legally a proper subject for consideration in executive session will be accepted under this provision.~~
- ~~4. The board may place limitations on the total time to be devoted to the matter at any meeting, and may limit the time allowed for any one person to speak on the matter at that meeting.~~

The board may take action on a matter placed on the agenda in this manner.

This provision permitting a member of the public to place a matter on the agenda does not prevent the board from hearing any matter which a member of the public may wish to bring to the attention of the board at a regular meeting, but the board cannot take action on such matter at that meeting. The matter could be placed on the agenda for a future meeting and action taken at that time.

Persons addressing the board shall be guided and constrained by the following conditions:

- ~~1. The person addressing the board may be required to show a reasonable basis of interest in the affairs of YCOE, such as being a legal resident of the county, being a parent or guardian of a child in a county program, or being a representative of an organization having legitimate concern with YCOE affairs, or other bona fide interest in the proceeding of the board.~~
- ~~2. Whenever the Board president determines a specific complaint or charge to be against a staff member employed by the County Superintendent, the president shall advise the complainant to address his/her complaint to the County Superintendent or designee.~~
- ~~3. Remarks or charges by any person addressing the board which reflect adversely upon the character or motives of any person are out of order.~~
- ~~4. Three minutes may be allotted to each person addressing the board, with a maximum of twenty minutes to any subject. The presiding officer of the board shall endeavor to allot equal time to persons having opposing views on a subject. These general time allotments may be altered at the discretion of the presiding officer.~~
- ~~5. It shall be in order for the members of the board or the superintendent to interrupt the speaker at any time to ask questions or to make a comment as frequently as necessary to clarify the discussion.~~
- ~~6. During the time when the board is holding official meetings, only those persons recognized by the presiding officer shall be permitted to participate in the discussion. Any attempt by any person not so recognized to discuss any matter before the board is out of order.~~

7. ~~Inappropriate conduct by a person declared out of order by the presiding officer for violation of any of the above rules shall be grounds for summary termination of that person's privilege of addressing the board for that meeting.~~

~~Information regarding the procedure for audience participation at board meetings will be made available to the audience prior to any board meeting.~~

**Legal References:**

~~Education Code, 1011, 1012, 1016, 35140, 35143-35145, 35145.5~~

~~Government Code, 54950-54957.9, 54952.2, 54953, 54954, 54954.1, 54954.2, 54955, 54956, 54956.5~~

**Formatted:** Indent: Left: 0", Hanging: 1", Tab stops: 0.5", Left + 1", Left + Not at 0.31" + 0.63"

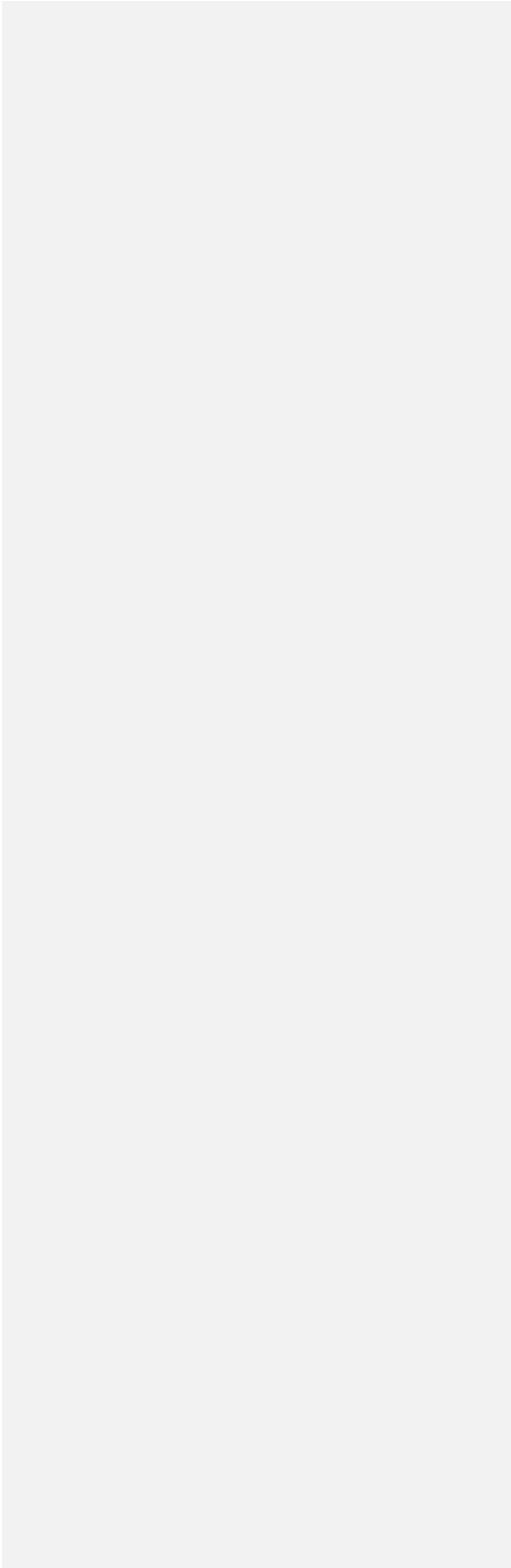
**Formatted:** Indent: Left: 0", First line: 0", Tab stops: 0.63", Left

**Formatted:** Indent: Left: 0", Tab stops: 0.5", Left + 0.63", Left + 1.5", Left + Not at 1.81"

[1009 Annual organizational meeting, and date](#)  
[1010 County superintendent as ex officio secretary of the board](#)  
[1011 Time and place of regular meetings](#)  
[1012 Special meetings](#)  
[1040-1042 Duties and responsibilities of County Boards](#)  
[GOVERNMENT CODE](#)  
[3511.1 Local agency executives](#)  
[11135 State programs and activities; prohibition of discrimination](#)  
[54950-54963 The Ralph M. Brown Act, especially:](#)  
[54953 Meetings to be open and public; attendance](#)  
[54954 Time and place of regular meetings](#)  
[54954.2 Agenda posting requirements, county board actions](#)  
[54956 Special meetings; call; notice](#)  
[54956.5 Emergency meetings](#)  
[CALIFORNIA CONSTITUTION](#)  
[Article 9, Section 3 County superintendents](#)  
[UNITED STATES CODE, TITLE 42](#)  
[12101-12213 Americans with Disabilities Act](#)  
[CODE OF FEDERAL REGULATIONS, TITLE 28](#)  
[35.160 Effective communications for individuals with disabilities](#)  
[36.303 Auxiliary aids and services for individuals with disabilities](#)  
[COURT DECISIONS](#)  
[Garnier v. Poway Unified School District, No. 17-cv-2215-W \(JLB\), 2019 WL 4736208 \(S.D. Cal. September 26, 2019\)](#)  
[Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 \(2019\)](#)  
[Wolfe v. City of Fremont, \(2006\) 144 Cal.App. 4th 53344](#)  
[ATTORNEY GENERAL OPINIONS](#)  
[88 Ops.Cal.Atty.Gen. 218 \(2005\)](#)  
[84 Ops.Cal.Atty.Gen. 181 \(2001\)](#)  
[84 Ops.Cal.Atty.Gen. 30 \(2001\)](#)  
[79 Ops.Cal.Atty.Gen. 69 \(1996\)](#)  
[78 Ops.Cal.Atty.Gen. 327 \(1995\)](#)  
  
[Management Resources:](#)  
[CSBA PUBLICATIONS](#)  
[The Brown Act: School Boards and Open Meeting Laws, 2019](#)  
[INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS](#)  
[The ABCs of Open Government Laws](#)  
[LEAGUE OF CALIFORNIA CITIES PUBLICATIONS](#)  
[Open and Public IV: A Guide to the Ralph M. Brown Act Supplement, September 2013](#)  
[Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010](#)  
[WEB SITES](#)  
[CSBA: <http://www.csba.org>](#)  
[CSBA, GAMUT Meetings: <http://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy>](#)  
[California Attorney General's Office: <http://oag.ca.gov/home>](#)  
[Institute for Local Government: <http://www.ca-ilg.org>](#)  
[League of California Cities: <http://www.cacities.org>](#)

**ADOPTED:** July 23, 1984

| **REVISED:** 04/23/90, 11/16/92, 10/24/94, 06/24/97, 02/15/01, 08/28/12, May 11, 2021



**BOARD MEMBER ELECTRONIC COMMUNICATIONS**

The County Board of Education recognizes that electronic communication provides an efficient and convenient way to communicate and expedite the exchange of information and to help keep the public informed about the goals, programs, and achievements of the County Board. County Board members shall exercise caution so as to ensure that electronic communications are not used as a means for deliberating outside of an agenda County Board meeting.

County Board members shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

County Board members should use county office of education (COE) email accounts and servers for communications related to County Board business. County Board members may use electronic communications to discuss matters that are outside the jurisdiction of the County Board, regardless of the number of members participating in the discussion, however COE email accounts and servers should not be used for these communications.

Examples of permissible electronic communications concerning County Board business include, but are not limited to, dissemination of County Board meeting agendas and agenda packets, reports of activities from the County Superintendent of Schools, and reminders regarding meeting times, dates, and places.

County Board members shall ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A County Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the County Board as a whole. As appropriate, complaints or requests for information may be forwarded to the County Superintendent so that the issue may receive proper consideration and be handled through the appropriate COE process. Communication received from the media shall be forwarded to the County Board president and the County Superintendent.

In order to minimize the risk of improper disclosure, County Board members shall not disclose confidential information or confidential information acquired during closed session.

Like other writings concerning County Board business, a County Board member's electronic communication may be subject to disclosure under the California Public Records Act.

*Legal Reference:*

EDUCATION CODE

1011 *Time and place of meetings*

**BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)**

GOVERNMENT CODE

6250-6270 California Public Records Act

11135 State programs and activities, discrimination

54950-54963 The Ralph M. Brown Act, especially:

54952.2 Meeting, defined

54953 Meetings to be open and public; attendance

54954.2 Agenda posting requirements, board actions

COURT DECISIONS

City of San Jose v. Superior Court, (2014) 225 Cal.App.4th 75

*Management Resources:*

CSBA PUBLICATIONS

*The Brown Act: School Boards and Open Meeting Laws, rev. 2014*

ATTORNEY GENERAL PUBLICATIONS

*The Brown Act: Open Meetings for Legislative Bodies, 2003*

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

*Open and Public IV: A Guide to the Ralph M. Brown Act, rev. 2007*

WEB SITES

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

CSBA, Agenda Online: <https://www.csba.org/ProductsAndServices/AllServices/AgendaOnline.aspx>

Attorney General's Office: <https://oag.ca.gov>

Institute for Local Government: <http://www.wca-ilg.org>

League of California Cities: <http://www.cacities.org>

Adopted: June 29, 2017

**YOLO COUNTY OFFICE OF EDUCATION**  
Woodland, California

**BOARD MEMBER ELECTRONIC COMMUNICATIONS**

The County Board of Education recognizes that electronic communication ~~is provides~~ an efficient and convenient way for County Board members to communicate and expedite the exchange of information within the county office of education (COE) and with members of the public. ~~and to help keep the public informed about the goals, programs, and achievements of the County Board. County Board members shall exercise caution so as to ensure that. However,~~ electronic communications ~~are shall~~ not used as a means for the County Board to deliberate outside of an agendaized ~~County Board~~ meeting, circumvent the public's right to access records regarding COE business, or restrict access to a public forum.

A majority of County Board members shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

~~County Board members should use county office of education (COE) email accounts and servers for communications related to County Board business. County Board members may use electronic communications to discuss matters that are outside the jurisdiction of the County Board, regardless of the number of members participating in the discussion, however COE email accounts and servers should not be used for these communications.~~

Examples of permissible electronic communications concerning ~~COE County Board~~ business include, but are not limited to, dissemination of County Board meeting agendas and agenda packets, reports of activities from the County Superintendent of Schools, and reminders regarding meeting times, dates, and places.

To avoid inadvertently violating the prohibition of law against a serial meeting, a County Board member shall not forward any comments on an electronic communication received from another member regarding an issue within the subject matter jurisdiction of the County Board to any other member.

County Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the County Board, as long as a majority of the County Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the County Board. A County Board member is prohibited from responding directly to any communication from other County Board members regarding matters that are within the subject matter jurisdiction of the County Board or using digital icons (e.g., "likes" or emojis) to express reactions to communications made by other County Board members. (Government Code 54952.2)

**BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)**

Whenever a County Board member uses a social media platform to communicate with the public about COE business or County Board activities, the County Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.

County Board members may use electronic communications to discuss matters that are outside the jurisdiction of the County Board, regardless of the number of members participating in the discussion.

When communicating electronically, County Board members shall make every effort to adhere ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A County Board member may respond to, as appropriate, to an electronic communication received from a member of the community and should make clear that the his/her response does not necessarily reflect the views of the County Board as a whole. As appropriate, complaints or requests for information shall may be forwarded to the County Superintendent so that the issue may receive proper consideration and be handled through the appropriate COE process. Communication received from the media shall be forwarded to the County Board president and the County Superintendent.

~~In order to minimize the risk of improper disclosure, County Board members shall not disclose confidential information or confidential information acquired during closed session.~~

~~Like other writings concerning County Board business, a County Board member's electronic communication may be subject to disclosure under the California Public Records Act.~~

To the extent possible, electronic communications regarding any County Board business shall be transmitted through a COE-provided device or account. When any such communication is transmitted through a County Board member's personal device or account, the County Board member shall copy the communications to a COE electronic storage device for easy retrieval.

*Legal Reference:*

EDUCATION CODE

~~1011 Time and place of meetings~~

~~BB 9012(b)~~

**BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)**

GOVERNMENT CODE

~~6250-6270 California Public Records Act~~

~~11135 State programs and activities, discrimination~~

~~54950-54963 The Ralph M. Brown Act, especially:~~

Formatted: Indent: Left: 0"

Formatted: Left, Right: 0", No widow/orphan control, Tab stops: Not at 6.25"



§4952.2 Meeting, defined  
§4953 Meetings to be open and public; attendance  
§4954.2 Agenda posting requirements, board actions  
COURT DECISIONS  
City of San Jose v. Superior Court, (2014) 225 Cal.App.4th 75

Management Resources:

CSBA PUBLICATIONS  
The Brown Act: School Boards and Open Meeting Laws, rev. 2014  
ATTORNEY GENERAL PUBLICATIONS  
The Brown Act: Open Meetings for Legislative Bodies, 2003  
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS  
Open and Public IV: A Guide to the Ralph M. Brown Act, rev. 2007  
WEB SITES  
CSBA: <http://www.csba.org>  
CSBA Agenda Online: <https://www.csba.org/ProductsAndServices/AllServices/AgendaOnline.aspx>  
Attorney General's Office: <https://oag.ca.gov>  
Institute for Local Government: <http://www.ilg.org>  
League of California Cities: <http://www.cacities.org>

Legal Reference:

EDUCATION CODE  
1011 Time and place of meetings  
GOVERNMENT CODE  
6250-6270 California Public Records Act  
11135 State programs and activities, discrimination  
54950-54963 The Ralph M. Brown Act, especially:  
54952.2 Meeting, defined  
54953 Meetings to be open and public; attendance  
54954.2 Agenda posting requirements, county board actions  
COURT DECISIONS  
Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)  
Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)  
City of San Jose v. Superior Court, (2017) 2 Cal.5th 608

Management Resources:

CSBA PUBLICATIONS  
The Brown Act: School Boards and Open Meeting Laws, rev. 2019  
Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017  
ATTORNEY GENERAL PUBLICATIONS  
The Brown Act: Open Meetings for Legislative Bodies, 2003  
WEB SITES  
CSBA: <http://www.csba.org>  
CSBA GAMUT Meetings: <http://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy>  
California Attorney General's Office: <http://oag.ca.gov>

Formatted: Indent: Left: 0.5"

Formatted: Indent: Left: 0"

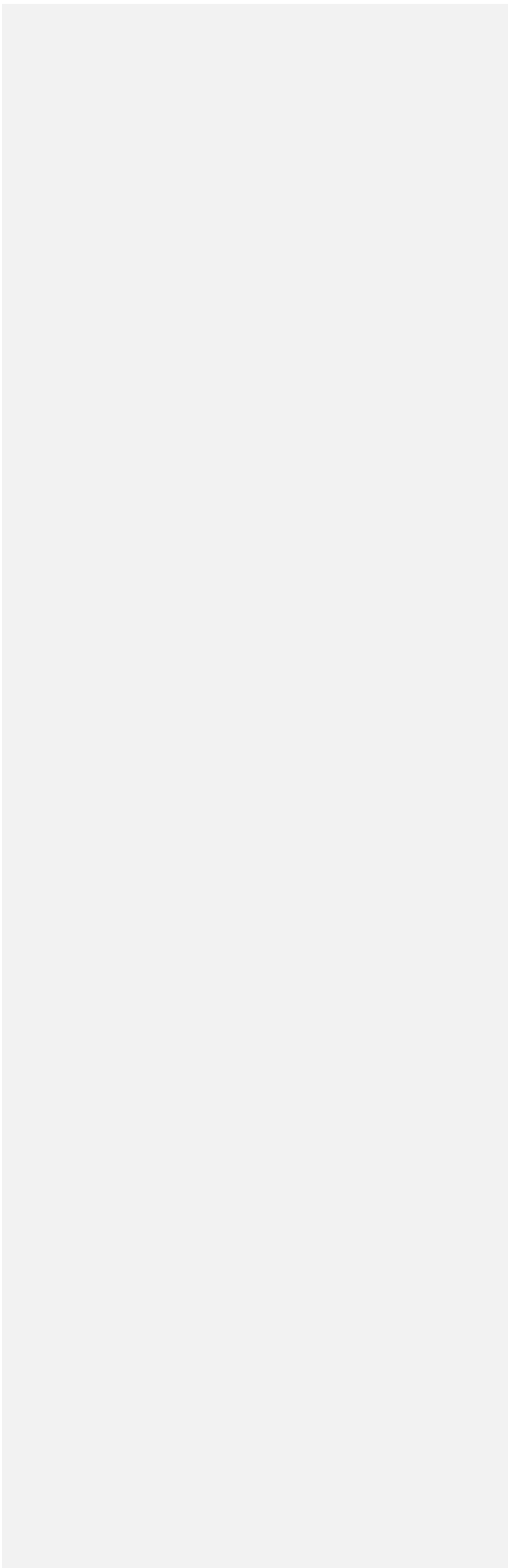
Formatted: Font: 11 pt, Italic

Formatted: Font: 11 pt

Formatted: Indent: Left: 0"

Adopted: June 29, 2017  
Revised: May, 11, 2021

**YOLO COUNTY OFFICE OF EDUCATION**  
Woodland, California



### **5. 13. When and How to Schedule Committee Meetings**

---

**Description**

Discussion on when and how to schedule Committee meetings.

**Recommendation**

Discussion item.

**Contact Person**

President Matt Taylor/Superintendent Garth Lewis will present this item.

**5. 14. When and How the Board Conducts a self evaluation**

---

**Description**

Discussion on when and how the Board Conducts a self evaluation. Item was left over from Board Retreat.

**Recommendation**

Discussion.

**Contact Person**

President Matt Taylor/Superintendent Garth Lewis.

**5. 15. Suggested Future Agenda Item(s)**

---

**Description**

*Trustee Souza Cole - Written report on student voter registration as part of alternative education safety plans and panic button software.*

*Trustee Moreno -Report on why students decided not to return to campus (survey data).*

*Trustee Moreno - Report on status of ethnic status in county.*

**6. ADJOURNMENT**

---