



YOLO COUNTY BOARD OF EDUCATION REGULAR BOARD MEETING

08/10/2021 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

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> (<https://simbli.eboardsolutions.com/SU/fnaVDtr1OPaQd3ybMVMIDg==>)

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

7


1. Call to Order and Roll Call

8

2. Pledge of Allegiance	9
3. Approval of Agenda Motion to Approve Agenda.	10
4. Public Comment <i>Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically or otherwise electronically to all members of the public. Members of the public are encouraged to observe and participate in the Zoom teleconference. For those individuals who wish to make a make a public comment, please do so in the following manner:</i>	11
<ul style="list-style-type: none"> • <i>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.</i> • <i>You may also make public comment online by google form:</i> <p>https://docs.google.com/forms/d/e/1FAIpQLScxyl6GvazAzBA7nUY174MngxFpGGilkd6Jo2AiX5kQjiKuhg/viewform (https://simbli.eboardsolutions.com/SU/nUaA0CNAaThXZeBMzX0kiA==)</p> <ul style="list-style-type: none"> • <i>Please submit your google form by the Board meeting date. A moderator for the meeting will read your comments for the record.</i> • <i>In person at the Yolo County Office of Education, 1280 Santa Anita Court, Suite 120 in the</i> 	
2. REPORTS	12
1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s) 	13
<ul style="list-style-type: none"> a. Board Reports b. Superintendent c. Superintendent's Advisory Team (SAT) d. Committees <p>For Information.</p>	
2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public	32
3. CONSENT AGENDA 	33
<p>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:</p> <p>Approval of Minutes:</p> <ul style="list-style-type: none"> a. June 8, 2021 Special Meeting 	

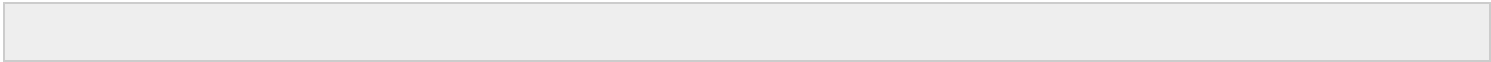
b. June 22, 2021 Regular Meeting

4. PRESENTATION OF ANTI-VAPING BILLBOARD BY CESAR CHAVEZ STUDENT	53
For Information.	
5. ACTION ITEMS	55
1. RESOLUTION #21-22/02 In Support of High School Voter Weeks (last two full weeks in September 2021)	56
Staff recommends approval of Resolution #21-22/02 In Support of High School Voter Weeks (last two full weeks in September 2021).	
2. RESOLUTION #21-22/03 School Attendance	58
Staff recommends approval of Resolution #21-22/03 School Attendance.	
3. RESOLUTION #21-22/04 Latino/Chicano Heritage Month	60
Staff recommends approval of Resolution #21-22/04 Latino/Chicano Heritage Month.	
4. Yolo County Board of Education Trustee Area # 4 Vacancy	62
Recommendation is for the Board to fill vacancy by provisional appointment within 60 days of his written notice of resignation and to authorize Superintendent to solicit candidate applications/nominations in the local media and to appoint a committee to review eligibility of candidates.	
5. Consolidated Application Spring Release	67
It is staff's recommendation that the board approve this item as presented.	
6. Support Letter for the Yolo County Childcare Plan	88
Staff recommends that the Board approve the support letter for the Yolo County Childcare Plan.	
7. Updated School Calendars	97
It is staff's recommendation that the board approve the Dan Jacobs calendar as presented.	
6. INFORMATION ITEMS	100
1. Head Start/Early Head Start Reports	101
he 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.	
	131

2. Instructional Materials Resolution 	
For Information this month. This item will have a public hearing and the Board will be asked to adopt this resolution at the September 14, 2021 Regular Board meeting.	
3. First Reading of Board Policies - 6000 Series 	135
BP 6158 Independent Study	
AR 6158 Independent Study	
For information. The Board will be asked to consider adopting these policies at the September 10, 2021 Regular Board meeting.	
4. 2020-2021 - Fourth Quarterly Report on Williams Uniform Complaints for YCOE Schools 	171
For Information	
5. Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of April, May, and June 2021 	173
For Information.	
6. Public Disclosure of Costs Associated with the 2020-21 Collective Bargaining Agreement between the Yolo County Office of Education (YCOE) and American Federation of State, County and Municipal Employees (AFSCME) Union 	180
For information only.	
7. Components of Ending Fund Balance 2020-2021 Estimated Actuals and 2021-2022 Budget 	182
For information only.	
8. Monthly Board Financial Report 	185
For information only.	
9. YCOE Organizational Charts 	187
For Information.	
7. Suggested Future Agenda Item(s)	205
8. ADJOURNMENT	206

AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

- For disability related accommodations, please contact the Yolo County Office of Education - Superintendent's office at (530) 668-3702, at least three (3) working days prior to the scheduled meeting.
- For translation services, if joining the meeting via Zoom, please check the box to Enable Language Interpretation for the meeting.
- Four (4) calendar days prior to the meeting, a full Board packet is available for review on the Yolo County Office of Education website: www.ycoe.org





1. OPENING PROCEDURES



1. 1. Call to Order and Roll Call



1. 2. Pledge of Allegiance

1. 3. Approval of Agenda

Recommendation

Motion to Approve Agenda.

1. 4. Public Comment

Quick Summary / Abstract

Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically or otherwise electronically to all members of the public. Members of the public are encouraged to observe and participate in the Zoom teleconference. 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/1FAIpQLScxyl6GvazAzBA7nUY174MngxFpGGilkd6Jo2AiX5kG>
(<https://simbli.eboardsolutions.com/SU/nUaA0CNAaThXZeBMzX0kiA==>)

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

2. REPORTS

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

Quick Summary / Abstract

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

Recommendation

For Information.

Supporting Documents



Admin Services update 8.2021



2021- August MBU



Needs Assessment Board Presentation_Mariah

ADMINISTRATIVE SERVICES AUGUST 2021 UPDATES

Crissy Huey - Associate Superintendent, Administrative Services

External Business Services

Director, Veronica Moreno

- The first month of 2021-22 payroll and accounts payable warrant production runs have been completed for YCOE and all five school districts.
- Effective July 2021, there are now two LEAs that have successfully converted to paperless pay stubs for employees receiving pay via direct deposit. Instead of receiving a printed pay stub in the mail, employees have access to view and print their electronic pay stub on the Employee Self-Service Portal.
- The first 2020-21 principal apportionment repayment was received from the State Controller's Office on July 26th and has been distributed to Yolo County LEAs. The balance of the deferral repayments is expected to be received in August to fully repay all LEAs.
- The EBS Director is currently completing the required AB 1200 reviews of district's 2021-22 Adopted Budgets. Additionally, the EBS Director and Interim Associate Superintendent of Educational Services are in the process of reviewing district's 2021-22 LCAP documents.

Internal Business Services

Director, Debra Hinely

- Closing the books for the prior fiscal year:
 - setting up assets and liabilities
 - reconciling accounts
 - sending final invoices
 - completing year-end expenditure reports for reimbursement
 - working with programs to complete the necessary paperwork for approval of carryover funds into the new fiscal year
- Current fiscal year:
 - adjusting budgets with information unknown during budget development
 - processing budgets to include newly hired staff
 - adding budgets to recently received monies
- Training new staff on day-to-day processes and year-end closing.

Support Operations Services

Director, Matthew Juchniewicz

- Facilities Projects in various stages:
 - Organics recycling project
 - ESSER III Cesar Chavez Project
 - American Rescue Plan Project
 - Woodland Central Center Playground
 - Santa Anita Fencing Project
 - Santa Anita Fire Suppression replacement
 - Santa Anita Dumpster Enclosure Project
 - Prairie IEEEEP Project
 - Lemen IEEEEP ADA Barrier Removal Project
 - Lemen Building Modernization Project
- Cesar Chavez and Greengate Tree Trimming and Tree Removal

- Contract is out for signature to finish before August 13th. Cedar trees on Ashley Avenue are dying at an alarming rate due to the drought and inability for the hill to hold moisture; they are a safety hazard and will be removed. Landscape remediation of the area to happen at a later date.
- Summer deep cleaning of classrooms
- Greengate Visiplex Installation
 - Scheduled to start week of 7/19.
- Santa Anita additional outdoor eating area
- Santa Anita Microphone replacement
 - Loaners installed today. Creating PO for purchase and installation.

Information & Technology Services

[Director, Carl Fahle](#)

SIS and FIS Projects, Support, and Training

- FIS System Admin Training Continues
- FIS Support for District Fiscal Year closing and opening end user processes
- SIS New year rollovers, database changes, new year set ups/implementations
- SIS New year training planning
- CALPADS End of Year reporting/certification

Network, Applications, Voice Services, and User Training

- Creating Network Applications Standard Operating Procedures (SOP) documentation with tutorial videos ahead of staffing change in late August
- Trained Support Staff in Papercut print management system and Google administration
- Ongoing in-person training for YCOE staff in the use of Teams, OneDrive, and SharePoint
- Completed initial YCOE Infrastructure Enhancement Project cost analysis
- Completed the Keenan Cyber Insurance “Hamilton Best Practice Controls” reporting requirement

EDUCATIONAL SERVICES UPDATES

Micah Studer - Interim Associate Superintendent, Educational Services

- We are currently undertaking to approve district LCAPs.
- We will be hosting a “Lunch and Learn” session regarding ESSER III on August 12th
- We have notified parents of their rights and options related to grade changes, retention, and Independent Study after the passage of AB 104 and AB 130.

Teaching and Learning / College and Career Readiness Department

Director, Deb Bruns

- **Teaching & Learning Department** is getting ready for the new school year by attending (and organizing) professional learning sessions:
 - **College and Career Readiness Team** CCR staff, along with YCOE Alternative Education teachers are attending the **Get Focused - Stay Focused (GFSF)** training. All students at Cesar Chavez and Dan Jacobs will participate in GFSF course and learn how to create a 10-year Career/Life Plan & a Skills-Based Education Plan.
 - All Woodland JUSD district and site administrators participated in the first session of the **ELD for Administrators Strand: Leading School Improvement with English Learners at the Heart** at their districtwide retreat on July 22. The session will be offered for all other Yolo County districts on September 16 and the series will continue over the next two years.
 - Eight coaches and instructional leaders from Yolo County attended the virtual **CAST Universal Design for Learning (UDL) Summit** on July 28-30 along with YCOE staff and will be bringing the learning back to Yolo County educators throughout the school year. Deb Bruns and Heather Schlaman also attended the Riverside COE **Empowering Educators, Students and Families Through Ethnic Studies Institute** along with a number of Yolo County Educators

Early Childhood Education (ECE) Department

Director, Gail Nadal

- Congressman Garamendi came to DJUSD Valley Oak to see and hear about the YCOE Head Start /Early Head Start program and the anticipated child care tax credit that families would be receiving checks in the mail today. Garamendi was concerned that more needs to be done to help our single parents survive during these challenging times with job loss, food insecurities and child care availability.
- Head Start will submit the annual PIR (Program Information Report) this week which is a comprehensive report showing data on the services, staff, children and families served in our HS /EHS program this year. This gives OHS a picture of what occurs during this past year at YCOE. We reach out to all of our departments to get this information in time for the due date in August.
- What is going on at Head Start/Early Head Start? Currently, we have moved our children from Lemen to Greengate so that renovation and construction can take place both interior and on the play yard. Some of the funding comes from the IEEEEP grant which allows for inclusive care at Lemen. We are hopeful that the children will return to their newly renovated school site in late August. In addition, we will be transferring our two DJUSD Valley Oak classrooms to

Montgomery Elementary to better meet the needs of these families. Two classrooms at Montgomery have been assigned and we are in the midst of licensing, adding a play yard and working through a few changes to make this all work for the first day of school at Montgomery on August 25th.

- You may have heard that I will be retiring at the end of August. These last 16 years have been so fulfilling and I am grateful for this wonderful experience I have had in enhancing the Head Start program in Yolo County to be a wonderful place for young children. I will be charting new pathways for myself including time with my grandchildren, learning new crafts and doing some consulting work for RIE (Resources for Infant Educators). I thank you for this opportunity to be a part of this great place to work. A new Director has been selected and Shannon McClarin (Coordinator at WJUSD) will continue to grow the ECE department in this upcoming year.

Special Education

Director, Jessica Burrone

- Continued outreach for staffing needs (Nurse, Behaviorist and DHH teachers 1 FTE and 1 .4)
- Planning for new school year theme in partnership with Alt Ed. "Back on Track." G's idea.
- We are working with HR on our continued efforts to recruit, retain and sustain staff.
- Working with my SEACO partners and legal to define the impact of IS for SWD.
- Continued efforts to work on a more stable location for our ALS programs.

Foster Youth, Homeless, and Mental Health Services

Coordinator, Mariah Ernst-Collins

- The Foster and Homeless Education program hosted a Youth Leadership Retreat on July 22nd, in partnership, with the Martin Luther King Center in Oakland. The retreat focused on a day of learning, reflection, and community building through poetry. We had 5 youth participate with a total number of attendees being 26.
- The Mental Health Education Services program has completed review of the Woodland catchment area MHSA RFP applications and has submitted the scoring sheets to Yolo County Health and Human Services HHS. Before final submittal by HHS, our catchment area will meet on 8/5/21 to discuss and answer any questions related to the application and scoring sheets.
- The Foster and Homeless Education Services program is in the process of completing the AmeriCorps 2021-22 contract. In partnership, with Woodland Community College and the Foster Kinship Care Education program, we are proposing to employ/contract with two full-time AmeriCorps service mentors to continue to provide essential services to our youth in foster care. With approval from the Child Abuse Prevention Council, our mentors are now able to provide mentorship to our children and youth experiencing homelessness, not to exceed, 20% of their service time.
- We have also attached the annual needs assessment for your information.

Alternative Education

Principal, Gayelynn Gerhart

- Professional Development

- Bruce Lewis is getting trained on teaching Get Focused Stay Focused this week (August 5 & 6)
- Jared Willis is getting trained in utilizing Project-Based Learning Kits from Paxton/Patterson (August 5)
 - Structural Engineering
 - Forensic Science
 - Alternative Energy
 - Flight & Drone Technology
- Summer School continues at Dan Jacobs until August 18
- Summer School at Chavez/YCCP was very successful with emphasis on:
 - Credit Recovery
 - Food and Nutrition (Chavez)
 - Digital Media (YCCP)
- We are getting ready and excited for the upcoming school year

FOSTER YOUTH NEEDS ASSESSMENT

Mariah Ernst-Collins
Program Coordinator II



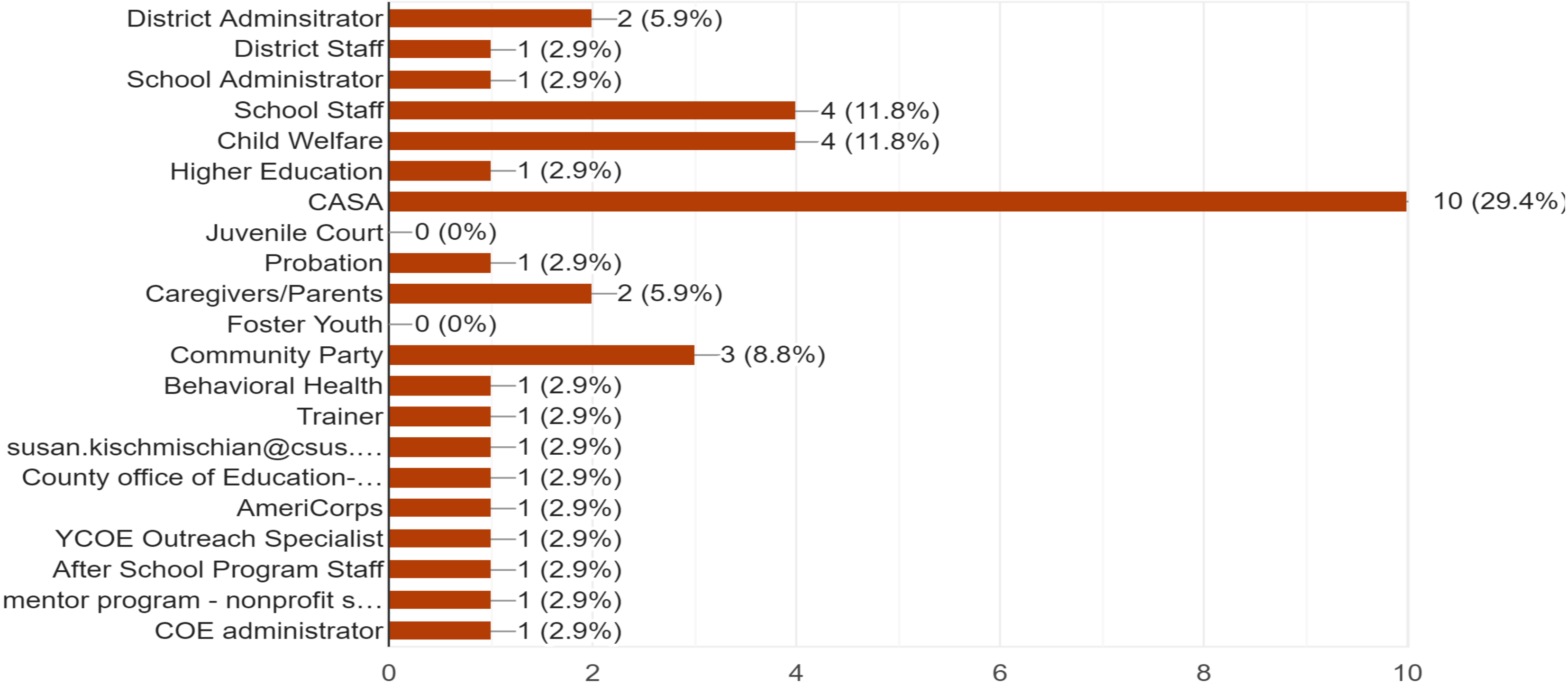
The needs assessment helps guide program practice and is also a reflective tool each year to identify what is working well and what needs restructuring.



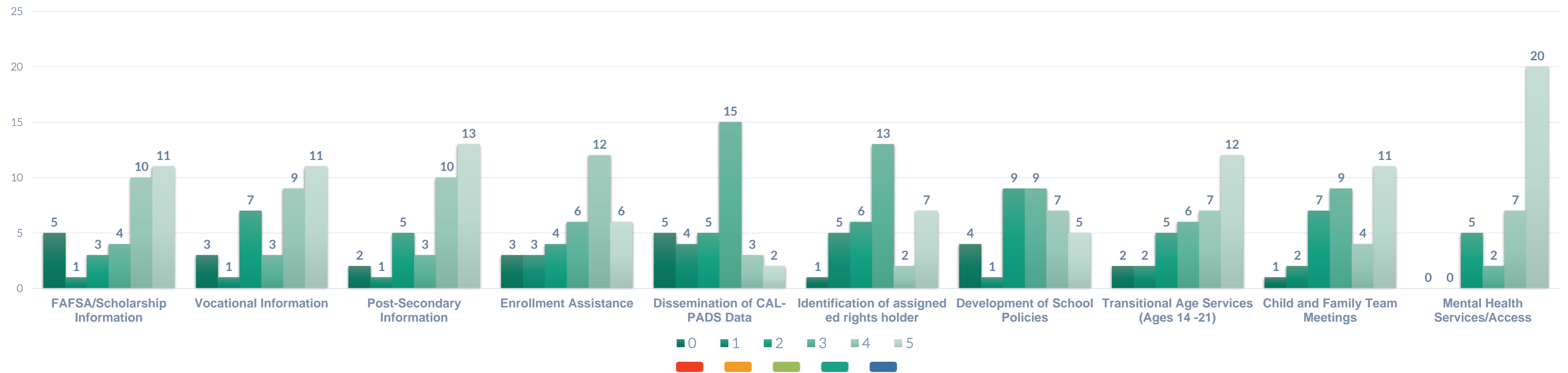
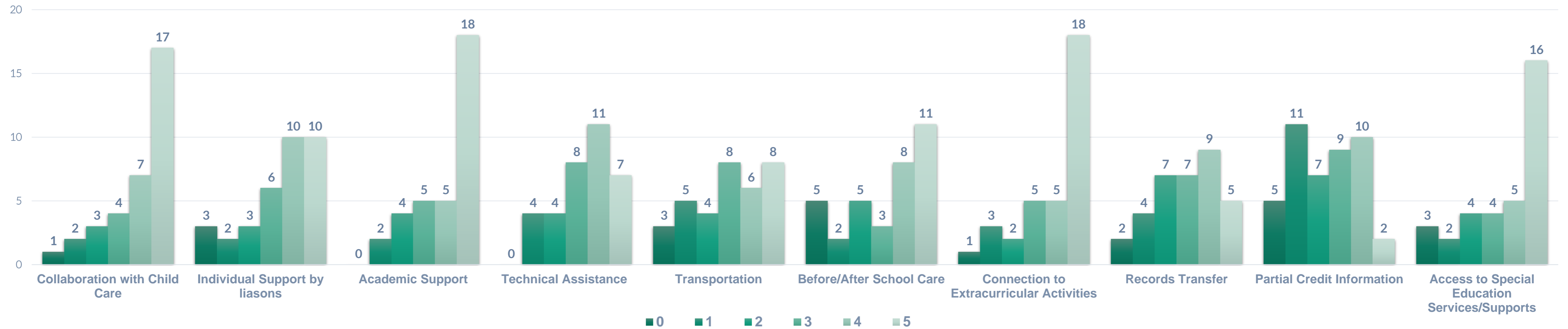
Assessment Participants

Please Select Your Role In The Community

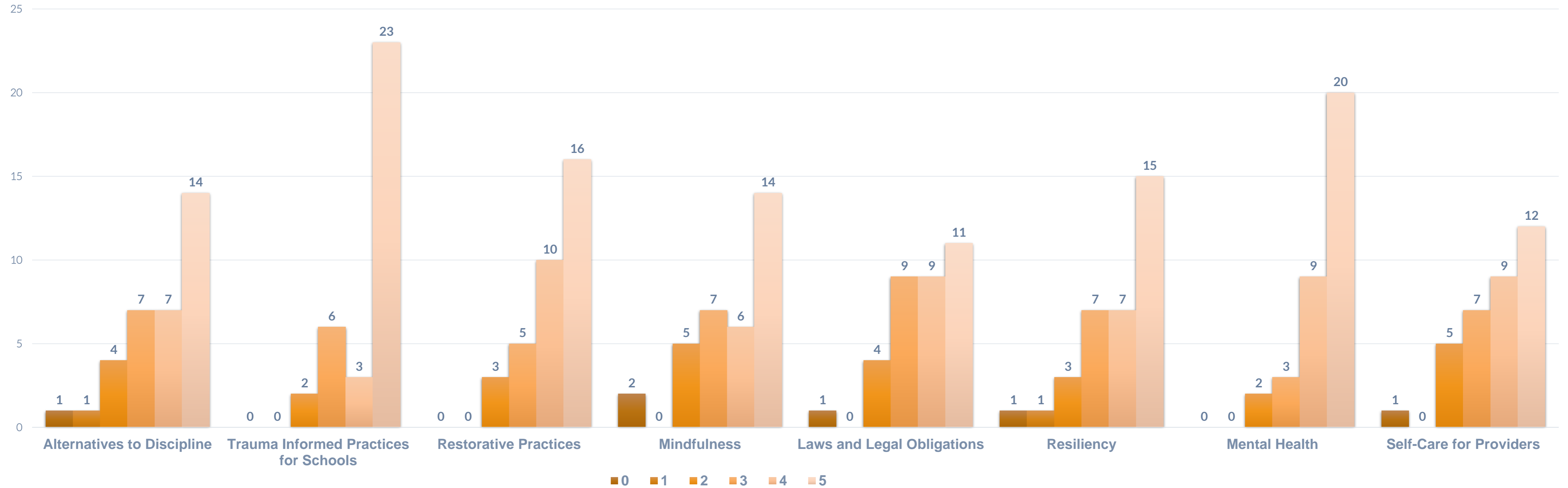
34 responses



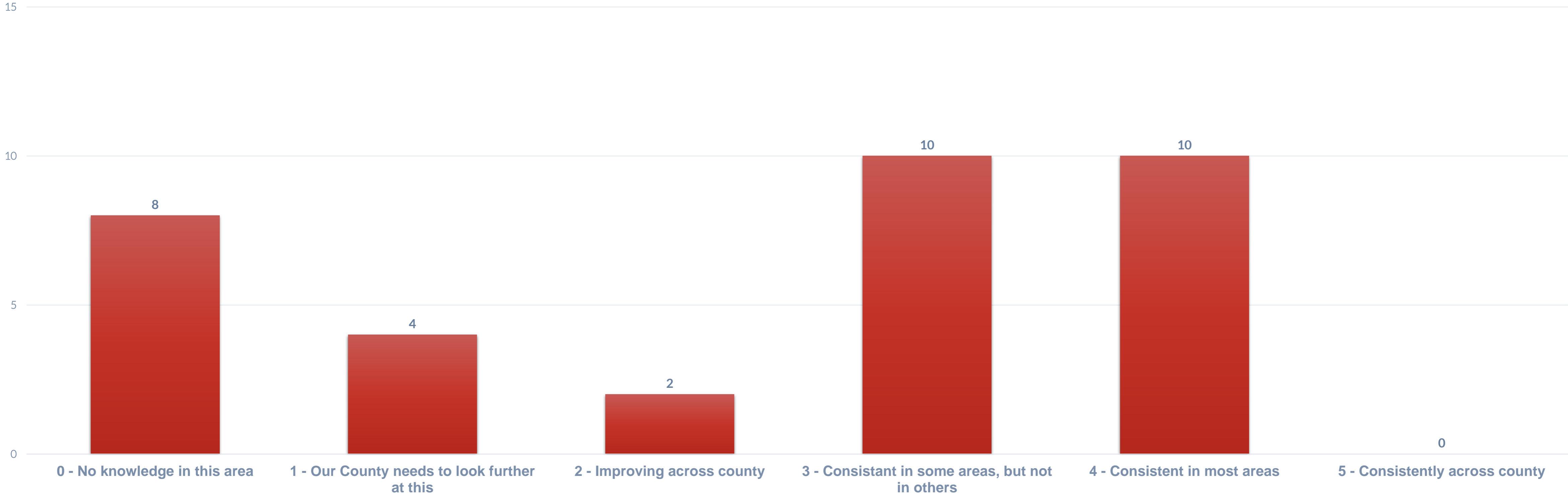
Areas of need when serving and supporting educational needs of youth in foster care (0 = not an area of need/ 5 = greatest area of need):



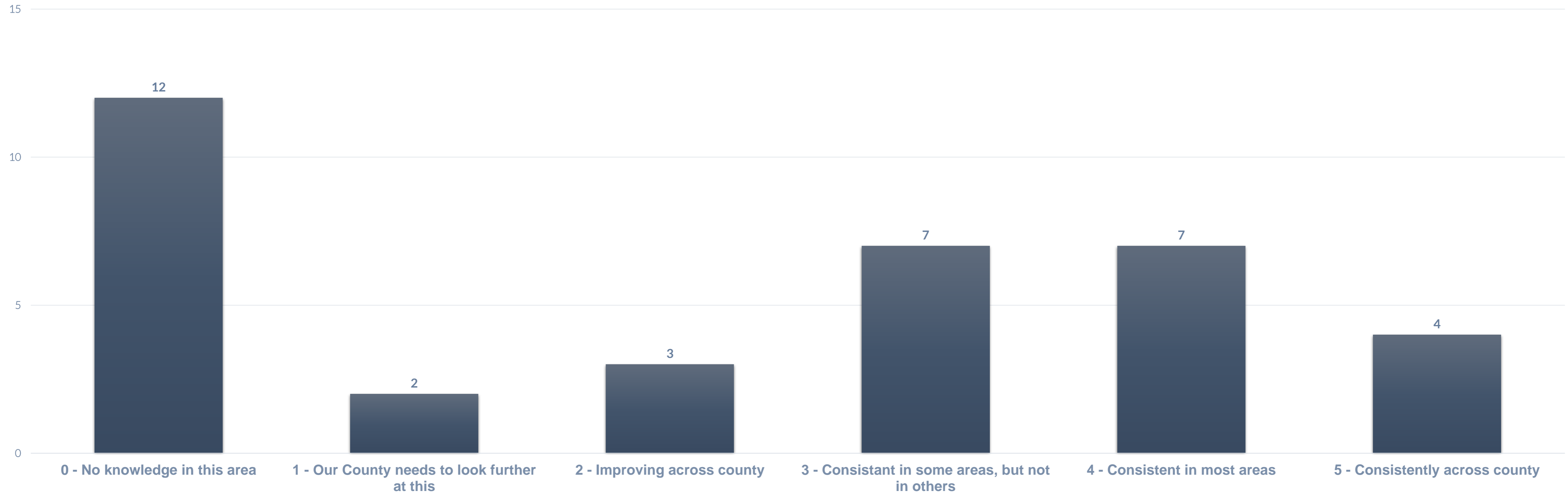
Areas of need for professional development FYSCP should offer (0 = not an area of need/ 5 = greatest area of need):



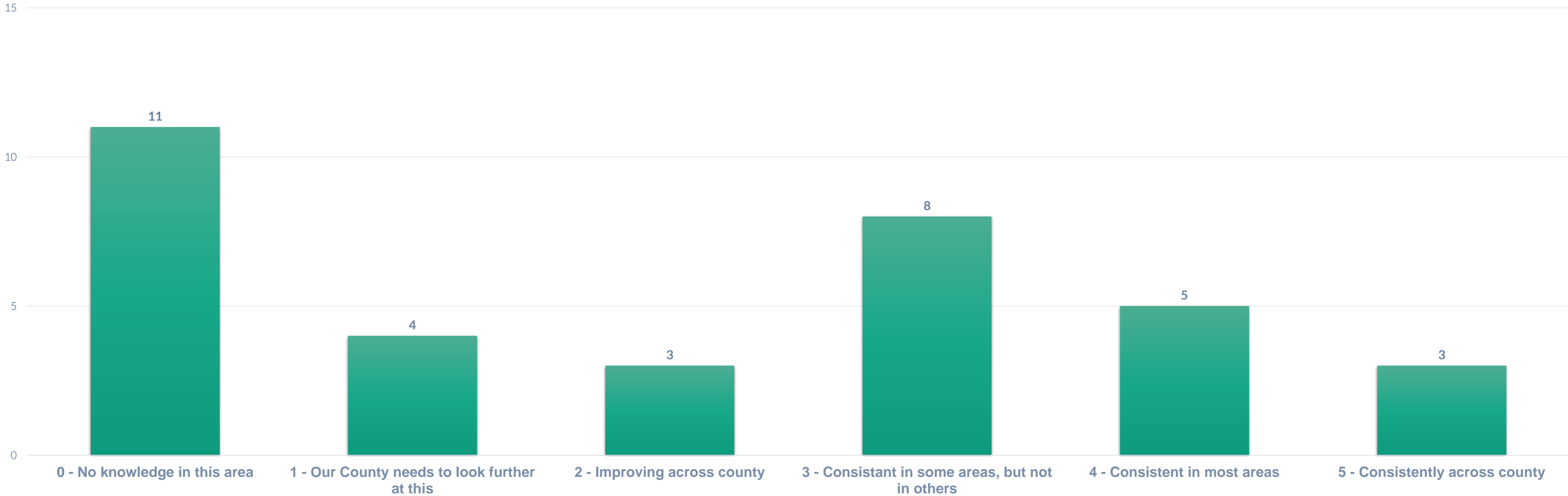
The schools in our county have staff, system and procedures in place to coordinate and deliver appropriate services to foster youth.



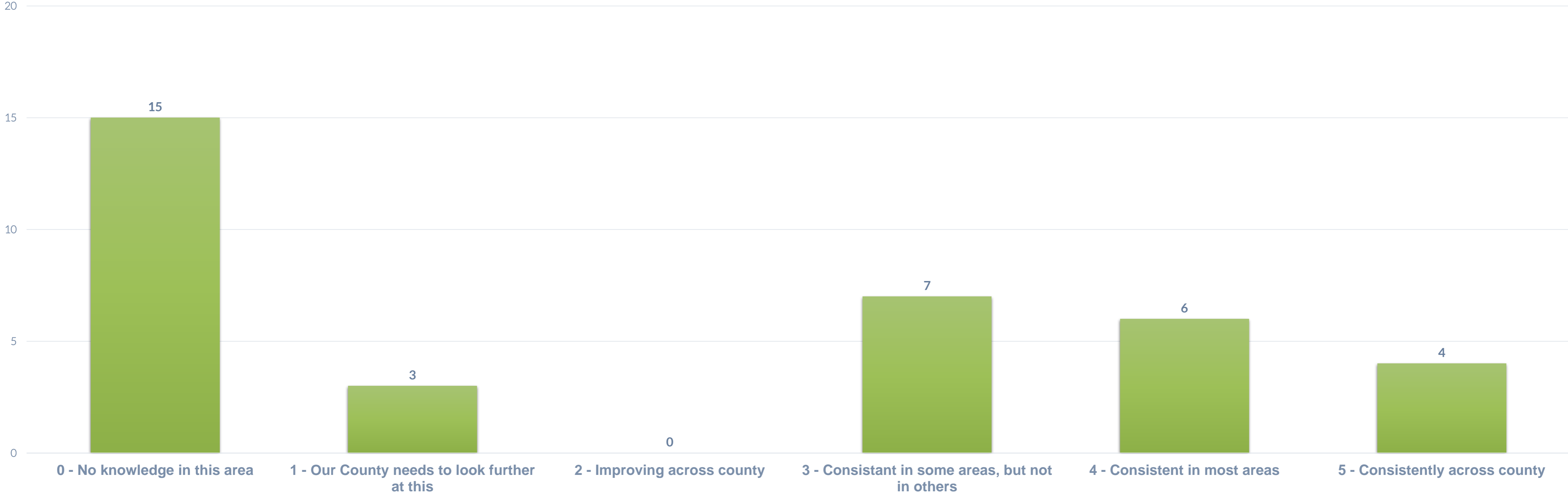
The schools in our county have systems and procedures to identify foster youth.



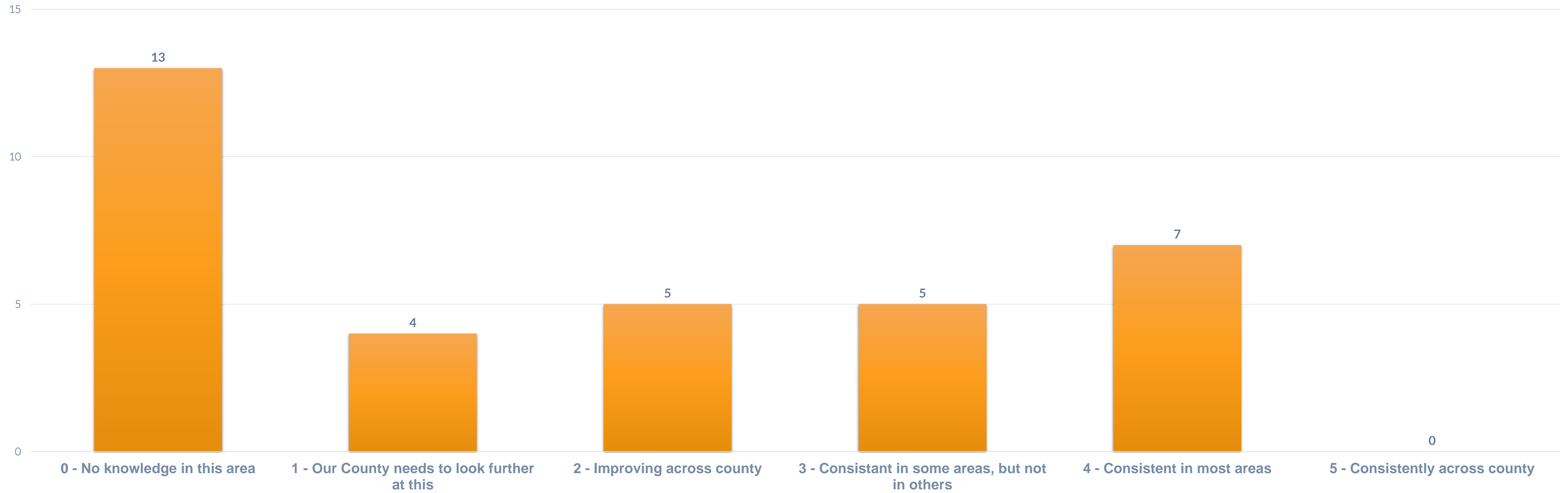
Our county has a systematic way to share information regarding foster youth to support their educational success.



Our county FYSC Program provides information and assistance to LEA's to help build capacity to improve educational outcomes for foster youth.



Our county has a systematic way to ensure seamless transition in coordination of services with local post-secondary institutions, including, but not limited to, community colleges, universities, and trade/career programs.



What they are saying...

AmeriCorps Members, LEA Liaisons and Social Workers

- Increase coordination and collaboration with child welfare for the purpose of early identification and notification to schools when youth enter foster care, change placement, and/or a new ERH is appointed.
- Continue AmeriCorps contract.
- Inclusion In Care Planning



NEED

- Transition support
- Educational representation at Child and Family Teaming Meetings

AREAS OF IMPROVEMENT

- Increased staffing
- Increased support for youth in foster care
- Growth in coordination with county providers and child welfare



Youth

- Knowing my foster youth liaison
- Receiving information and resources for college and career planning
- Receiving information on school and community resources when arriving on campus
- Social and emotional needs were addressed by identified school support
- Having regular check-ins with foster youth liaison and guidance counselors

NEED

- A need for tutoring and increased conversation on education rights
- Not being aware of who their education rights holder is and what their duties are
- Need for education to be present at Child and Family Team meetings

What they are saying...



THANK YOU



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. June 8, 2021 Special Meeting
- b. June 22, 2021 Regular Meeting

Supporting Documents

 6-8-21 Sp. Mtg. Minutes

 6-22-21 Minutes.docx

YOLO COUNTY BOARD OF EDUCATION
Special Meeting: June 8, 2021
MINUTES

1.1 OPENING PROCEDURES

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on June 8, 2021 at 3:41 p.m. in a hybrid Special meeting session in person and on a Zoom conference call. Board Members present were: Matt Taylor, Carol Souza Cole, Tico Zendejas and Jerry Jimenez. By Zoom: Melissa Moreno. 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 4.5 Yolo County Superintendent of Schools' Compensation to be moved to the June 22, 2021 Regular Board meeting agenda.

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

ROLL CALL VOTE:

JIMENEZ: **AYE**

TAYLOR: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

- 1.4 Public Comment.

Dear Yolo County Office of Education, Trustees and Superintendent Lewis,

Thank you for your efforts to serve Yolo County youth and promote a healthy recovery after this incredibly challenging year. This morning's New York Times featured a story about how to support high school youth in particular to recover by understanding their grief, challenges, loss, and offering the right balance of support and structured activities. With this need for building resilience in mind, please consider the following additions to the 2021-2022 LCAP and SIPSA Plans and Budget:

1) **Expand the focus on implementing Ethnic Studies by allocating funds to an Ethnic Studies Coordinator.** Explore, train and provide access to Ethnic Studies resources including curriculum related to the history, struggles and contemporary experiences of local communities of color. In addition to the focus on Native Wintun Homeland Studies, the history and contemporary struggles of farmworkers should be widely taught throughout Yolo County Schools. Some

resources include Cesar Chavez Model Curriculum, Gayle Romasanta's Journey for Justice and the story of Larry Itliong and Filipino farmworkers book and curriculum, curriculum developed by the Dolores Huerta Foundation are all good resources along with Ethnic Studies educators at Woodland Community College and other institutions and local groups and cultural practitioners.

2) Offer Ethnic Studies professional development and training ideally with the Liberated Ethnic Studies Model Curriculum Institute trainers for teachers, staff and parents/caregivers. The presentation by the Liberated Ethnic Studies Model Curriculum Institute sponsored by Cesar Chavez Elementary's PTA -called SIPAT - was well received this past year and their institute is highly recommended.

3) Allocate funding to hire an Ecologistas en Accion (EcoAction) coordinator and/or staff liaison to coordinate Yolo County's youth involvement in regional climate justice, ecological stewardship, food sovereignty and outdoor education initiatives. Stipends for youth participation in the recently established Yolo County Climate Action Commission should be allocated. Cesar Chavez Elementary's Ecologistas en Accion - EcoAction - peer-to-peer program led by sixth graders was piloted over the past few months with great success and can also serve as a model.

4) Develop a Native Studies / Ethnic Studies based approach to the EcoAction and Outdoor Learning program. This should include regular consultation with Native Studies experts. Areas of focus should include: what is a land acknowledgement, what is the history of Native people and this land, Native and indigenous cultural practices and ecological stewardship, Native food pathways, food justice, indigenous permaculture, contemporary Native sovereignty movements, reparations and environmental justice.

5) Work with [Green Schoolyards of America](#) to advance green schoolyard design on all campuses. Assign a staff member to participate in their bi-monthly [National COVID Outdoor Learning Initiative](#) webinars supported by San Mateo County Office of Education, Lawrence Hall of Science, Ten Strands Foundation and others.

Thank you for considering these recommendations.

Warmly,
Juliette Beck
(for identification purposes only):
Cesar Chavez Elementary (CCE) parent, Davis, CA
EcoAction parent coordinator
CCE Environmental Enrichment Program volunteer
Ethnic Studies Coalition member
CCE ELAC Secretary and DELAC representative
Yolo Climate Emergency Coalition Volunteer

A video was also asked to be played during the public comment section but the Board decided since it was also submitted by Juliette Beck who turned in comment earlier that she had used her 3 minutes allotted for public comment previously.

2.0 A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding spending regulations for supplemental and concentration grants; to notify the public of the opportunity to submit written comments regarding the specific actions and expenditures to be included in the Local Control and Accountability Plan. **Public Hearing opened at 3:54 p.m and closed at 3:55 p.m.**

3.0 A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the 2021-22 Proposed Yolo County Office of Education’s Budget. **Public Hearing opened at 3:55 and closed at 3:56 p.m.**

4.0 INFORMATION ITEMS

4.1 Local Control and Accountability Plan
Micah Studer, Ed.D., Interim Associate Superintendent, Educational Services and Gayelynn Gerhart, Principal, Cesar Chavez Community School presented the PowerPoint, *Recovery and Healing Part II: The LCAP* and reviewed the LCAP Draft Summary Report in the Board packet. The four (4) goals in the LCAP Draft Summary were reviewed and discussed by the Board. Dr. Studer and staff responded to questions from the Board.

Changes requested from the Board included:

1. Added information regarding annual or fixed costs per Vice President Moreno
2. Clarified items 3.1 and 3.4 regarding \$0 items per President Taylor
3. Updated Executive Summary per Board
4. Preparing DTS translation services to occur once the LCAP approved by CDE per Board.

Trustee Souza Cole requested the CCSESA communication in response to the 2021 May Revise. Superintendent Lewis mentioned the CCSESA communication during the Board meeting as part of discussion related to the lack of a “hold harmless” provision for county offices of education in the Governor’s revised budget released in mid-May. CCSESA analysis on the financial future for districts and counties will be emailed to trustees. Vice President Moreno complimented staff on the PowerPoint presentation and appreciated staff including items that reference ethnic/outside studies for students.

Trustee Zendejas left the meeting at 6:15 p.m.

- 4.2 LCAP Federal Addendum
Micah Studer, Ed.D., Interim Associate Superintendent, Educational Services reviewed the LCAP Federal Addendum in the Board packet and responded to questions from the Board.

- 4.3 School Plan for Student Achievement
Micah Studer, Ed.D., Interim Associate Superintendent, Educational Services reviewed the School Plan for Student Achievement in the Board packet and responded to questions from the Board. Updated actions to reflect updates to the LCAP.

- 4.4 Proposed 2021-2022 Budget for the Yolo County Office of Education
Debra Hinely, Director, Internal Business Services, presented the PowerPoint, *2021 – 2022 Annual Budget* in the Board Packet and responded to questions from the Board. Trustees Souza Cole and Taylor had concern over the deficit spending. Trustee Souza Cole requested the carryover amounts to be itemized on deficit spending and sent to the Board and included in next Board packet.

5.0 **ADJOURNMENT.** The meeting adjourned at 7:09 p.m.

ROLL CALL VOTE:
TAYLOR: **AYE**
JIMENEZ: **AYE**
MORENO: **AYE**
SOUZA COLE: **AYE**
ZENDEJAS: **ABSENT**

Garth Lewis, Superintendent

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: June 22, 2021
MINUTES

1.1 OPENING PROCEDURES

1.1 Call to Order and Roll Call. The Yolo County Board of Education Financing Corporation Meeting met on June 22, 2021 at 3:31 p.m. in a hybrid Regular meeting session in person and on a Zoom conference call. Board Members present were: Matt Taylor, Carol Souza Cole, Tico Zendejas and Jerry Jimenez. By Zoom: Melissa Moreno. 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.

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

ROLL CALL VOTE:

JIMENEZ: **AYE**

TAYLOR: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

1.4 Public Comment.
None

2.0 Board Reports

Trustee Moreno

- Toured Head Start and Greengate Sites in West Sacramento and Woodland
 - Impressed with space, organization and care.
 - Excited that Anti-bias training will be included for teachers at Head Start.
 - Has questions with social distancing in Head Start. Does it apply?
 - Impressed to see Cesar Chavez students learning CPR.
 - Would like the Art program more accessible for students.
- Attended Cesar Chavez graduation.
 - Wonderful to see support for students.
 - Excited and pleased to meet teachers and staff.
- California Latino School Boards Association (CLSBA) is taking a position

around the incident in Southern CA with students rivaling and using tortillas as a way to manifest their racist disposition. CLSBA is putting together a statement of support for the importance of education needed for students that is culturally relevant and includes ethnic studies.

Trustee Jimenez

- Attended graduation at Cesar Chavez for students.
 - Outstanding staff, teamwork and camaraderie.
- Toured Alyce Norman, Greengate and Cesar Chavez sites
 - Thanked staff who gave tour.

Trustee Souza Cole

- Received all the invitations to board regarding end of year events.
 - Appreciate all the emails and information during this busy time.
- Thanked Principal Gerhart for all her hard work with the graduation at Cesar Chavez Community School.
- Thanked Superintendent Lewis and staff for the special YCOE retirement ceremony.
- Thanked Principal Castiglia for the tour of Greengate School.

President Taylor

- Reminded Board about the California County Board of Education (CCBE) conference in September 2021.
 - Registration is available now please let Yvette Seibert, Executive Assistant know so that she can register you.
 - Information on computer science will be highlighted at conference along with information relevant to districts/county boards.

1.5 ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan

Dr. Micah Studer, Interim Associate Superintendent, Educational Services presented this item to ensure YCOE's eligibility to meet the funding requirements for the ESSER (Elementary and Secondary School Emergency Relief Fund) III funding. In order to be eligible, YCOE must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in- person instruction and continuity of services. This continues through September 30, 2023. YCOE must seek public input and take such input into account both when making revisions and when determining if revision is necessary.

No public comment.

The PowerPoint, *ESSER III Part I: Safe School Reopening Plan* was

presented. Description, requirements and next steps for ESSER II was discussed.

Trustee Moreno asked about social distancing and how it applies to Head Start children. Superintendent Lewis stated that the requirements for K12 education is different than preschool age children.

Superintendent

- Congratulated team at the Adult living schools and Horizon for the wonderful tour of facility he recently had with staff.
- Celebrated YCOE Retirees in a hybrid ceremony recently.
- Will host a YCOE town hall meeting this Friday with Dr. Aimee Sisson, Yolo County Public Health Officer.
 - Dr. Sisson will give an update on most recent public health guidance.
 - Adjustments will be made based on guidelines.
 - Anticipate full reopening of schools in Fall.

Superintendent Advisory Team

Crissy Huey, Associate Superintendent, Administrative Services had no additional information to report.

Dr. Micah Studer, Interim Associate Superintendent had no additional information to report.

Trustee Souza Cole asked a question about project updates on the Suite 130 restrooms and where they are in the building.

Ms. Huey stated it was a Retrofit for the shower stall in that suite.

Anthony Volkar had no information to report.

Committees

Superintendent compensation committee met recently.

2.2

Associations

None

3.0

Consent Agenda

Motion to approve consent agenda.

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

ROLL CALL VOTE:

JIMENEZ: AYE

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

4.0 ACTION ITEMS

4.1 Resolution #20-21/43 Climate Change

Superintendent Lewis presented this item. Trustee Souza Cole commented that it was a thoughtful resolution and relied on the template from the California School Boards Association (CSBA). The resolution is relevant and important.

Motion to adopt climate action plan and add a date line under the two signatures.

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

ROLL CALL VOTE:

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

4.2 Local Control and Accountability Plan (LCAP)

The LCAP is presented for approval in accordance with Education Code 52060, after satisfying the requirements of Education Code 52062(b)(1), 42127(a)(1) for public hearing and comment. Dr. Studer presented the PowerPoint, *Recovery and Healing Part II: The LCAP*. He reviewed the Annual Planning Documents and the changes made since June 8th. There may be more minor tweaks that the California Department of Education (CDE) may request. If so, they will let the Board know.

Trustee Moreno thanked staff for continuing to educate on all details of the LCAP and for including a youth advocate and allocation for youth mentorship in the plan. She did ask for clarification from Principal Gerhart on the academic mentorship. Principal Gerhart discussed students and holistic behavior. Trustee Moreno also asked for clarification on the community engagement that is linked to the freedom center or is there other types of examples that will be used. Principal Gerhart commented that it has not been specified yet, but that family and community

engagement is a priority.

Motion to approve the Local Control and Accountability Plan (LCAP).

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

ROLL CALL VOTE:

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

4.3 School Plan for Student Achievement

California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through the ConApp to consolidate all school planning requirements into the SPSA. Additionally, this SPSA template satisfies the statutory requirements of Section 1111 of the ESSA. Dr. Studer presented the PowerPoint, *Recovery and Healing Part II: The LCAP*. Dr. Studer reviewed the document in the Board packet which reflected updates to the LCAP.

Motion to approve the School Plan for Student Achievement.

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

ROLL CALL VOTE:

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

4.4 LCAP Federal Addendum

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA). While many provisions of the ESSA are covered in the LCAP process through the state priorities, the ESSA provisions listed in the LCAP Federal Addendum below do not align with state priorities. This document outlines how YCOE meets the ESSA provisions and has been updated to be in align

with current organizational practices. Dr. Studer reviewed the document in the Board packet which reflected updates to the LCAP.

Board Vice President Moreno asked if a counselor is coming back to Cesar Chavez Community School and is the school offering robust mental health services. Principal Gerhart stated that a counselor is important and they offer support to the students with CommuniCare.

Motion to approve the LCAP Federal Addendum.

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

ROLL CALL VOTE:

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

- 4.5 2021-2022 Budget Adoption for Yolo County Office of Education
Debra Hinely, Director, Internal Business Services presented this item in the Board packet and responded to questions from the Board. An update on Budget will be provided to Board after revisions are made. The ending fund balance sheet will be included with the update.

Vice President Moreno requested a brief response on why certain funds were not allocated. Ms. Hinely stated that we did not include any changes after June 8. After the Governor's Budget is updated and a determination of additional funding sources are made, an update will be given at a future Board meeting and adjustments will be made with the First Interim Report.

Motion to approve the 2021-2022 Budget Adoption for Yolo County Office of Education.

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

ROLL CALL VOTE:

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

- 4.6 2021-22 Education Protection Account Spending Plan
Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rate for upper-income taxpayers. The new revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEA's) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. Debra Hinely, Director, Internal Business Office presented this item in the Board packet and responded to questions from the Board.

Motion to approve the 2021-2022 Education Protection Account Spending Plan.

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**

- 4.7 Temporary Interfund Cash Transfers
Education Code 42603 states that the governing board of any school district or county office of education may direct that monies held in any account be temporarily transferred to another fund or account of the district/county office for payment of obligations. Education Code 42603 delineates the requirements regarding temporary interfund cash transfers. Board approval is required before making these transfers. In an effort to facilitate this process, a resolution is needed to make transfers for cash-flow purposes, as the needs arise, based on authorization by the Superintendent or designee. Temporary transfers to meet temporary cash shortages in a fund will be processed based on this authorization. Debra Hinely, Director, Internal Business Office presented this item in the Board packet and responded to questions from the Board.

Motion to approve the Temporary Interfund Cash Transfers.

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

ROLL CALL VOTE:

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

Superintendent Lewis thanked staff for all of their hard work with the LCAP, budget and all of the different plans required. Tremendous effort was made by staff to present these items in a meaningful and thoughtful way.

4.8 Yolo County Superintendent of Schools Compensation.

The Executive Committee consisting of President Taylor and Vice President Moreno met to discuss the 2021-22 Salary and Benefits recommendation for the Yolo County Superintendent of Schools.

Motion to approve Executive Committee's recommendation for the 2021-22 Salary and Benefits for the Yolo County Superintendent of Schools:

1. A one-time lump sum payment of 5% based on the Yolo County Superintendent of Schools' current annual salary placement on the salary schedule, with payment to be paid based on the requirements of the retirement systems.
2. A \$300 increase to YCOE's annual contribution to the health and welfare benefit cap for full-time unit members, to be implemented within approximately sixty (60) days after ratification. ($\$675 + \$25 = \$700$ monthly; \$8,400 annually). This would apply to the Superintendent.

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

ROLL CALL VOTE:

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

4.9 Yolo County Plan for Expelled Youth Triennial Update 2021-2024.

Education Code § 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing education services to all expelled students in that county. The plan is to be adopted by the governing board of each school district within the county and by the county board of education, and then submitted to the State Superintendent of Public Instruction. Dr. Micah Studer, Interim Associate Superintendent presented this item in the Board packet and responded to questions from the Board. The attached county plan identifies educational options available for expelled students in the county. Educational placement options are identified for elementary students (grades K-6) and for secondary students (grades 7-12). Dr. Studer also presented the PowerPoint, *AB 922 Triennial Update*. The county plan has been approved by the respective school district board of trustees. The county plan will be monitored by district and county representatives prior to its next revisions due in June, 2024.

Items reviewed included:

Plan development

Educational options for TK-6, 7-8 and 9-12.

The role of YCOE which is to help facilitate and support districts.

Dates of adoptions by school boards.

Dr. Studer stressed students being reintegrated into population, support for districts and what is in student's best interest.

Trustee Souza Cole commented on the countywide expulsion data. Year 19-20 which stated three (3) expulsions countywide which is a trend in right direction.

Motion to approve the Yolo County Plan for Expelled Youth Triennial Update 2021-2024.

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

ROLL CALL VOTE:

JIMENEZ: **AYE**

TAYLOR: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

5.0 INFORMATION ITEMS

5.1 Dashboard Local Indicators 2021

As part of the California Accountability Model, each county office must annually submit locally collected data to the Dashboard. This data is due to

the California School Dashboard by mid-November. Dr. Micah Studer, Interim Associate Superintendent presented this item in the Board packet and responded to questions from the Board.

The Board had no questions.

5.2 Alternative Education Monthly Attendance Update

Gayelynn Gerhart, Principal, Cesar Chavez Community School presented this item in the Board packet and responded to questions from the Board.

Items discussed included:

- Extended learning calendar
- Vice President Moreno commented on the great art room on campus and how important and critical it is for students to have hands-on activities. She also asked how Art will be revitalized and how many programs do the students have to select from. Principal Gerhart commented that there are multiple art programs for the students to engage in. Art will always be a priority.
- Staffing changes.
- Painting, photography and ceramic classes – 2 days a week.
- Vice President Moreno asked about the outdoor art space. Could you consider supporting a bigger and better space in the future? Some items do need to be indoors but there is also space for outdoor mural painting per Principal Gerhart.

5.3 Juvenile Justice Realignment

Update on the Juvenile Detention Facility that currently houses Dan Jacobs School. Gayelynn Gerhart, Principal, Cesar Chavez Community School presented this item in the Board packet and responded to questions from the Board. New changes statewide per PowerPoint, *Juvenile Justice Realignment Update*.

Items discussed included:

- Realignment and the future of the facility.
- Vice President Moreno commented that during the recent tour she took that some youth were using a tracking device on the ankle? Response was that there are less youth in juvenile hall and it is so they can stay close to families.
- President Taylor asked about the funding for Yolo per ADA funding. Is it a flat rate? Answer was that they will provide flat level of funding for the cost of staff and educational services that are offered to incarcerated youth.
- Trustee Souza Cole commented on the two (2) youth in the State Department of Juvenile Justice program. Will it close in a year if they age out? Answer was they will be put in transitional placement.

- 5.4 System of Support Plan (SOS) 2021-2022
Education Code 52066(i)(1)(A)-(B) requires that each county office Superintendent present a plan for how they will support continuous improvement and provide technical assistance within their counties. This plan is to be updated annually and presented along with the LCAP each year. Dr. Micah Studer, Interim Associate Superintendent presented this item in the Board packet and responded to questions from the Board.

Trustee Moreno asked about PBIS programming and does every district pay? Also does the county provide support to districts on this issue? Dr. Studer stated that we are in the second year of the countywide initiative which involves all five (5) districts. Placer County Office of Education (PCOE) has a contract on special development training with 26 school sites.

Trustee Taylor asked about California Collaborative for Educational Excellence (CCCE) and its relation to Systems of Support. Dr. Studer stated that it is in tune with the districts. The County Office of Education (COE) serves as a support and resource so that there is a symbiotic relationship.

Public Comment:

6/22/2021 15:29:57 NJ Mvondo

Item #5: Countywide Ethnic Studies Updates

Budget for free Ethnic Studies training available: facilitate easy access to Ethnic Studies training. I was fortunate to recently attend a 5-day ES training with the Liberated Ethnic Studies Model Curriculum summer institute, and wished all Yolo Educators knew about the opportunity.

Superintendent Lewis made an announcement that Lisa Young, current Yolo County SELPA Program Specialist has been hired as the new Principal at Greengate Elementary.

- 5.5 Countywide Ethnic Studies Update.

Deb Bruns, Director, Curriculum and Instruction presented the PowerPoint, *Countywide Ethnic Studies Update* regarding implementation of Ethnic Studies in our five partner school districts.

Items discussed included:
Status of ethnic studies in California and Yolo County.

Board comments and questions.

Vice President Moreno

- Felt this was a basic update and it seems that some context is missing.
 - Information is valuable.
- AB 1460 (ethnic studies) did pass California State University system.
 - Largest students.
 - Requirement of ethnic studies.
 - Community Colleges still offering ethnic studies requirement.
 - Community College Board is still working towards discussing ethnic studies requirement.
 - Important for ethnic studies discussion and context.
- California Teachers Association and California Latino School Boards Association represent majority of students in K-12 and strongly support ethnic studies.
 - Over 50 districts offering ethnic studies.
- Monterey does allow continuation students to take ethnic studies courses and Chicano studies.
- Santa Clara also offers ethnic studies.
- Residents aware of ethnic studies discussions at Woodland Joint USD.
 - Board meetings.
 - Clear there is a struggle in implementation.
- Davis JUSD teachers have access to ACOSTA Educational Partnership group (AEP) leads the way in providing dynamic training for educators that is centered on the cultural and community wealth of students and their families.
 - Training is not mandatory.
 - Some districts are struggling to provide resources.
- Question role of COE.
 - Edgenuity has some culturally relevant education.
 - YCOE should look for more programs reflecting the 4 groups. 90 percent of Chavez students are chicano/latino so it brings context to YCOE discussion.
- YCOE has passed resolutions in support for ethnic studies.
 - Need to do more
- All 5 districts asked for PBIS.
 - Is the leadership asking or not asking for ethnic studies?
- Does YCOE have a role to help educate.

Trustee Souza Cole

AB 101 requires semester in ethnic studies so then do the graduation requirements change? Response was we need to wait and see.

Trustee Moreno

- If AB 101 doesn't pass, the community colleges have already

discussed and most likely are passing an ethnic studies requirement.

- CSU is requiring ethnic studies and is currently training existing teachers on framework.
- Does the YCOE have principles and concepts, pedagogy for ethnic studies?
 - Important to do more and study together as a Board on ethnic studies.

Superintendent Lewis

- Thanked staff for work on this presentation.
- This presentation is highly unusual since we don't present on behalf of school districts.
- Emerging area for K-12 and State of CA regarding adoption of ethnic studies curriculum and framework.
- Districts have moved ahead of state on this issue.
- The ethnic studies process has been intentionally deliberate and YCOE wants to do it right.
 - More information to come.
 - Pace is not always what we want but we are ahead of state.

5.6 Head Start/Early Head Start Reports

Gail Nadal, Director, Early Childhood Education presented this item in the Board packet and responded to questions from the Board.

Items discussed:

- Last days of school for Head Start.
 - Kids are ready to come back.
- Yesterday community care licensing had an unannounced visit to our Greengate site for license reviews and audits.
- Reviewed 3-year MOU with school districts.
 - Will be asking for a five (5) year MOU for consistency.
- Trustee Taylor asked about Universal TK that the Governor has proposed and how will it affect Head Start.
 - Head Start already offers TK in program.
 - Head Start accepts 0-3 years of age.
- Legislation mechanisms in place to address issues with TK and modifying Kindergarten.
 - We should know more by June 30.
- Head Start provides comprehensive program for TK.

Trustee Moreno

- Head Start has a wonderful site in West Sacramento.
 - Advocate for more pay in Head Start.
 - Worthy wages is a priority.

Gail submitted to Yolo County a proposal for a childcare plan.

Needs assessment included areas not being served in Woodland and rural Yolo.

- High needs and not enough slots for childcare in these areas.
- Proposal brings forward the concept of a network of childcare providers.
- Includes professional development training

Superintendent Lewis stated that we would like to request a letter of support from Board on this issue.

- There will be listening sessions to receive feedback from community on the American Rescue Plan dollars and would need support for this idea to receive funds.
- Proposal will be sent to board and will include the letter of support and action from the Board on the August agenda.

5.7 Monthly Board Financial Report.

Debra Hinely, Director, Internal Business Services presented this item.

5.8 Statement Certifying Insurance to Cover Assets Purchased with Certificates of Participation

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

Annual requirement.

No questions.

Bringing this item to June meetings moving forward.

5.9 No Event of Default Certification

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

Annual requirement.

No questions.

Bringing this item to June meetings moving forward.

5.10 Covenant to Budget and Appropriate for the 2021-22 Fiscal Year

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

Annual requirement.

No questions.

Bringing this item to June meetings moving forward.

5.11 2021 YCOE Excellence In Education Award Winners

Superintendent Lewis presented this item. List of Nominees were in Board packet.

- 6.0 Suggested future agenda items.
Executive committee meeting will review letter of support for proposal for childcare plan.

Superintendent Lewis thanked Anthony Volkar, PIO, IT and staff for all of their hard work to make the hybrid Board meeting successful.

- 7.0 ADJOURNMENT. The meeting adjourned at 6:04 p.m.

Garth Lewis, Superintendent

4. PRESENTATION OF ANTI-VAPING BILLBOARD BY CESAR CHAVEZ STUDENT

Description

The Board will receive a brief presentation from Tobacco Use and Prevention Education (TUPE) program on a recent anti-vaping billboard installed in West Sacramento.

Marco, a senior from Cesar Chavez Community School in Woodland, designed the billboard. The billboard, located in West Sacramento along Interstate 80, will be seen by an expected 470,000 people weekly. The billboard will be up for 11 weeks through September, with an estimated 5 million impressions.

Recommendation

For Information.

Supporting Documents

 Presentation of Anti-Vaping Billboard by Cesar Chavez Student

Contact Person

Anthony Volkar, Tobacco Use and Prevention Education Coordinator

Tobacco Use Prevention Education Anti-Vaping Billboard Campaign

CESAR CHAVEZ STUDENT CREATES BILLBOARD TO EDUCATE ABOUT VAPING

- Last school year, Marco, a senior from Cesar Chavez Community School in Woodland, designed a billboard for the YCOE Tobacco Use and Prevention Education (TUPE) program. For the design, Marco suggested promoting the text line (text "NOVAPES" to 66819) as the best way to help people quit vaping. The billboard will serve as a community resource for those trying to quit vaping.
- The billboard was funded through a TUPE state grant through the CA Department of Education. The billboard, located in West Sacramento along Interstate 80, will be seen by an expected 470,000 people weekly. The billboard will be up for 11 weeks through September 2021, with an estimated 5 million impressions.
- For questions about YCOE's Tobacco Use Prevention and Education program, contact Anthony Volkar at anthony.volkar@ycoe.org.



5. ACTION ITEMS

5. 1. RESOLUTION #21-22/02 In Support of High School Voter Weeks (last two full weeks in September 2021) 

Description

Approve Resolution #21-22/02 In Support of High School Voter Weeks (last two full weeks in September 2021).

Recommendation

Staff recommends approval of Resolution #21-22/02 In Support of High School Voter Weeks (last two full weeks in September 2021).

Supporting Documents



HS Voters Weeks Sept 20-30

Contact Person

Superintendent Garth Lewis will present this item.



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

Resolution #21-22/02

In Support of High School Voter Weeks, September 20-30, 2021

WHEREAS, Education Code 49040 lists the last two full weeks in April and in September as “High School Voter Weeks,” and is supported by the Student Voter Registration Act of 2003, and,

WHEREAS, it is vital that communities in Yolo County, including 18-24 year olds, immigrants, seniors and low-income populations and those who are traditionally underrepresented be represented at the polls, and,

WHEREAS, in the coming months the High School Voter Weeks through traditional and nontraditional methods focus on increasing voter registration and voter turnout, and work to educate communities on the importance of voting;

NOW, THEREFORE, LET IT BE RESOLVED, that the Yolo County Board of Education and the Yolo County Superintendent of Schools endorse, and support the High School Voter Weeks of September 20-30, 2021.

BE, IT FURTHER, RESOVLED, that the Yolo County Board of Education and the Yolo County Superintendent of Schools encourage local school districts to develop outreach activities, such as holding voter registration drives and special events to deliver the message of how voting could impact local schools; and encourage high school students to coordinate activities to register eligible students and parents; and encourage teachers to conduct appropriate lessons related to voting, so that elementary and middle school students can encourage their parents to engage in the upcoming elections.

PASSED AND ADOPTED by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on August 10, 2021 by the following vote:

AYES:


NOES:

ABSTAIN:

ABSENT:

Matt Taylor, President
Yolo County Board of Education

Garth Lewis
County Superintendent of Schools

5. 2. RESOLUTION #21-22/03 School Attendance 

Description

Approve Resolution #21-22/03 School Attendance.

Recommendation

Staff recommends approval of Resolution #21-22/03 School Attendance.

Supporting Documents



School Attendance

Contact Person

Superintendent Garth Lewis will present this item.



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

Resolution #21-22/03: School Attendance

WHEREAS, the Yolo County Board of Education (YCBE) believes that distance learning and virtual attendance this year in Yolo County schools due to COVID-19 is a critical element within the school system for the purpose of obtaining meaningful exposure to the core curriculum; and

WHEREAS, the YCBE believes that an opportunity lost due to an absence cannot be fully secured through other means; and

WHEREAS, the YCBE believes that individual virtual student learning and achievement is directly related to attendance matters and expects students to be in attendance virtually; and

WHEREAS, the YCBE believes that the development of student attendance habits will directly affect workplace attendance and reliability; and

WHEREAS, the YCBE recognizes that schools, parents and communities must work as informed, knowledgeable, and proactive partners to follow up on virtual student attendance; and

WHEREAS, expectations and consequences of school absence will be effectively shared with parents, students, and communities;

NOW, THEREFORE BE IT RESOLVED, that the Yolo County Board of Education is committed to and encourages local districts and schools to champion individual student success by having clearly defined virtual attendance policies that maximize student achievement and mastery of core curriculum standards.

BE IT FURTHER RESOLVED, that the Yolo County Office of Education prepare and administer a campaign to heighten awareness of absenteeism with distance learning including consequences and attendance expectations.

BE IT FURTHER RESOLVED, that the Yolo County Board of Education encourages and empowers teachers to adopt virtual attendance as part of classroom-level grading policies where appropriate.

PASSED AND ADOPTED by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on August 10, 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Matt Taylor, President
Yolo County Board of Education

Garth Lewis
County Superintendent of Schools

5. 3. RESOLUTION #21-22/04 Latino/Chicano Heritage Month 

Description

Approve Resolution #21-22/04 Latino/Chicano Heritage Month.

Recommendation

Staff recommends approval of Resolution #21-22/04 Latino/Chicano Heritage Month.

Supporting Documents



Latino Heritage Month



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

**Resolution #21-22/04
Latino/Chicano Heritage Month
September 15 – October 15, 2021**

WHEREAS, Hispanic Heritage month was proposed in 1968 by U.S. Congressman Edward R. Roybal and enacted into law on August 17, 1988, the United States celebrates Hispanic Heritage Month beginning on September 15th through October 15th; and

WHEREAS, the term Hispanic or Latino, refers to Puerto Rican, South or Central American, Indigenous or other Spanish culture or origin regardless of race; and

WHEREAS, September 15th was chosen as this celebration's start date in order to coincide with the Independence Day celebrations of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico, Chile, and Belize observe their independence on September 16, September 18, and September 21, respectively; and

WHEREAS, the theme for the 2021 Hispanic Heritage Month celebration is “Esperanza: A Celebration of Hispanic Heritage and Hope;” and

WHEREAS, Latinos have had a profound and positive influence on our country through their strong commitment to family, faith, hard work, and service. They have enhanced and shaped our national character with centuries-old traditions that reflect the multiethnic and multicultural customs of their community; and

WHEREAS, Latino Americans continue to make important contributions to our society in American government, business, agriculture, commerce, Armed Forces, education, the arts, science, and sports; and

WHEREAS, the State of California is home to approximately 3,383,488 Latino students from kindergarten through grade twelve, which is 54.9% of the student population in California; and

NOW, THEREFORE, BE IT RESOLVED that the Yolo County Board of Education and the Yolo County Superintendent of Schools proclaims the month beginning September 15 and ending on October 15, 2021 as *Latino/Chicano Heritage Month* and encourages all educational communities to commemorate this occasion with appropriate instructional activities.

PASSED AND ADOPTED by the Yolo County Board of Education on August 10, 2021.

AYES:
NOES:
ABSENT:
ABSTAIN:

Matt Taylor, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of Schools

5. 4. Yolo County Board of Education Trustee Area # 4 Vacancy



Description

Trustee Jerry Jimenez tendered his resignation via email on July 29, 2021, "effective immediately." Memorandum detailing the requirements for Filling Trustee Jerry Jimenez's vacancy is attached for review.

Recommendation

Recommendation is for the Board to fill vacancy by provisional appointment within 60 days of his written notice of resignation and to authorize Superintendent to solicit candidate applications/nominations in the local media and to appoint a committee to review eligibility of candidates.

Supporting Documents

-  email board resignation - J. Jimenez
-  YCOE-Memorandum regarding Filling Trustee Jerry Jimenz Vacancy

Contact Person

Superintendent Garth Lewis will present this item.

Seibert, Yvette

From: Jimenez, Jerry
Sent: Thursday, July 29, 2021 3:54 PM
To: Lewis, Garth
Cc: Taylor, Matt; Seibert, Yvette
Subject: My seat on the board

Good afternoon, Dr. Lewis.

Per our previous conversation, I'm writing to officially inform you that I am resigning my position on the Yolo County Board of Education effective immediately.

I have accepted an offer of employment with WJUSD. Unfortunately, the education code does not allow me to continue to serve on the YCBOE as a WJUSD employee.

I would like to thank you for the support, guidance, and leadership that you provided me as I was learning all about the cherished roles and responsibilities of being a board member.

I hope to continue to serve my community and to partner with you and YCOE in a new capacity going forward.

Again, thank you very much for your support.

Sincerely,
Jerry

Jerry Jimenez
Yolo County Board of Education
Trustee Area 4

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

A PROFESSIONAL CORPORATION

ATTORNEYS AT LAW

2485 NATOMAS PARK DRIVE, SUITE 240
SACRAMENTO, CALIFORNIA 95833-2937
(916) 923-1200

FAX (916) 923-1222
WWW.AALRR.COM

CERRITOS
(562) 653-3200

FRESNO
(559) 225-6700

IRVINE
(949) 453-4260

MARIN
(628) 234-6200

PASADENA
(626) 583-8600

PLEASANTON
(925) 227-9200

RIVERSIDE
(951) 683-1122

SAN DIEGO
(858) 485-9526

OUR FILE NUMBER:

005485.00098
33987317.1

August 4, 2021

MEMORANDUM

TO: Garth Lewis, Superintendent
CC: Board of Trustees, Yolo County Office of Education
FROM: Scott K. Holbrook
RE: **Requirements for Filling Trustee Jerry Jimenez Vacancy**

Superintendent Lewis,

We provide the following memorandum for your reference in filling a vacancy due to the July 29, 2021 resignation of Yolo County Board of Education Trustee Jerry Jimenez.

Trustee Jimenez tendered his resignation via email on July 29, 2021, "effective immediately." The following includes references to statutory authority and Board Bylaws which governs the process in moving forward with the filling of this Trustee vacancy:

- Trustee Jimenez effectuated his resignation by filing a written notice of resignation via email with the County Superintendent of Schools.¹ Trustee Jimenez's resignation is effective immediately since he designate as such.
- If a vacancy occurs within four months of the end of a Board member's term, the Board shall take no action.² **However, when a vacancy occurs longer than four months before the end of a Board member's term, the Board shall, within 60 days of the date of vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment.**³ If a vacancy occurs from six months to 130 days before a regularly scheduled Board election, a special election to fill the position shall be consolidated with the regular election, and the person elected shall take office at the first regularly scheduled Board meeting following the certification of the

¹ Yolo County Office of Education BB 9222

² BB 9223; Ed. Code §5093(a)

³ BB 9223(c); Ed. Code §§5091, 5093(b)

Garth Lewis, Superintendent

August 4, 2021

Page 2

election.⁴ The elected or appointed Board member shall serve only until the end of the term of the position which he/she was elected to fill.⁵ **Since Trustee Jimenez's term does not end until December 2024, the Board may fill the vacancy by provisional appointment within 60 days of his written notice of resignation.**

- A person is eligible to be a member of a County Board if he/she is an elector of the trustee area he/she is to represent and is not legally disqualified from holding civil office. The County Superintendent of Schools, members of his staff, or an employee of a school district within the County Board's jurisdiction are ineligible for candidacy.⁶ Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury or conspiracy to commit any of the aforementioned crimes is not eligible to be a candidate.⁷
- When filling a vacancy on the Board with a provisional appointment, the Board shall advertise in the local media to solicit candidate applications or nominations. A Board committee comprised of less than a quorum shall ensure the applicants are eligible for Board membership and announce the names of eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote.⁸
- Within ten (10) days after the appointment is made, the Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper and posted in at least three public places within the County. The notice shall contain:
 1. The date of the occurrence of the vacancy and the effective date of the resignation.
 2. The full name of the appointee
 3. The date of the appointment
 4. A statement notifying the voters that unless the petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent within thirty (30) days of the provisional appointment, it shall become an effective appointment.⁹

⁴ BB 9223(c); Ed. Code §§5093(b)-(c)

⁵ *Id.*

⁶ BB 9220(a); Ed. Code §1006

⁷ BB 9220(a); Elections Code §20, 321

⁸ BB 9223(c); Ed. Code §5091

⁹ BB 9223(c); Ed. Code §5092

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Garth Lewis, Superintendent

August 4, 2021

Page 3


- The person appointed shall hold office until the next regularly scheduled election for County Board members and shall be afforded all the powers and duties of a Board member upon appointment.¹⁰
- A Trustee who resigns shall file a revised Form 700 covering the period of time between the closing date of the last statement and the date he/she leaves office within thirty (30) days of leaving office.¹¹ **If you haven't already I recommend notifying Trustee Jimenez of this obligation.**
- **Sample schedule to implement the foregoing:**
 1. **August 10, 2021 Regular Board Meeting**: Board appoints committee to review eligibility of candidates and authorizes Superintendent to solicit candidate applications or nominations in the local media;
 2. **September 14, 2021 Regular Board Meeting**: Board may interview the candidates during public meeting, accept oral or written public input, and select the provisional appointee by a majority vote;
 3. **By September 27, 2021**: Board must make provisional appointment by September 27, 2021, 60 days from the effective date of Trustee Jimenez's resignation. Within ten (10) days after the appointment is made, post the required notice of provisional appointment.

We can assist staff with Board meeting agendas and preparing the required notices, if needed.

We hope this memorandum is helpful to you and the Board in handling these matters. Please do not hesitate to contact me if you require further assistance.

Very truly yours,

ATKINSON, ANDELSON, LOYA, RUUD & ROMO



Scott K. Holbrook

SKH

¹⁰ BB 9223(c); Ed. Code §5091

¹¹ BB 9222(a); Gov. Code 87302, 87500

5. 5. Consolidated Application Spring Release

Description


The Consolidated application is used by the California Department of Education to distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. Every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs under the Every Student Succeeds Act (ESSA) and provides assurances that the LEA will comply with the legal requirements of each program.


The Spring Consolidated Application release was delayed to June 10th with a due date of July 22nd. Unfortunately, this means that this item was unable to be brought to the board once for information prior to the request for adoption. Staff will be available to answer any questions.

Recommendation

It is staff's recommendation that the board approve this item as presented.

Supporting Documents

 2021-2022 June Reports

 2020-2021 June Reports

Contact Person

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

2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Debra Hinely
Authorized Representative's Signature	
Authorized Representative's Title	Director, Internal Business Services
Authorized Representative's Signature Date	07/21/2021

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Crissy Huey
Authorized Representative's Title	Associate Superintendent of Administrative Services
Authorized Representative's Signature Date	07/20/2021
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/22/2021
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Micah Studer
Authorized Representative's Title	Interim Associate Superintendent of Educational Services

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/10/2021
---	------------

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	The LEA does not have 50 or more English Learners.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title I, Part D Subpart 2 (Delinquent) ESSA Sec. 1401 SACS 3025	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

<p>Title III Immigrant ESEA Sec. 3102 SACS 4201</p>	<p>No</p>
<p>Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127</p>	<p>Yes</p>

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831
 Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated English learner per student allocation	\$126.25
Estimated English learner student count	35
Estimated English learner student program allocation	\$4,419

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$3,994
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$425
Total budget	\$4,419

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2021-22 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Facilities Report

To report the number of Title I, Part D Subpart 2 funded facilities, by program, and whether they report student data to the local educational agency.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

At-Risk Programs

Total number of facilities	1
Number of facilities that reported student data	1
Average number of days students were served in At-Risk Programs facilities	180

Neglected Programs

Total number of facilities	0
Number of facilities that reported student data	0
Average number of days students were served in Neglected Programs facilities	0

Juvenile Detention Programs

Total number of facilities	1
Number of facilities that reported student data	1
Average number of days students were served in Juvenile Detention Programs facilities	240

Juvenile Correction Programs

Total number of facilities	0
Number of facilities that reported student data	0
Average number of days students were served in Juvenile Correction Programs	0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Students Served

A report of demographic data, by program, of students served with Title I, Part D Subpart 2 funds.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

Students Served in At-Risk Programs

Male	32
Female	26
Non-binary	1
Total unduplicated students served	59

Student Counts by Age

Ages 3 through 5	0
Age 6	0
Age 7	0
Age 8	0
Age 9	0
Age 10	0
Age 11	0
Age 12	0
Age 13	1
Age 14	1
Age 15	2
Age 16	15
Age 17	15
Age 18	21
Age 19	4
Age 20	0
Age 21	0
Total student counts by age	59

Student Counts by Racial/Ethnic Group

Hispanic or Latino of any race	48
American Indian or Alaskan Native	2
Asian	0
Black or African American	2

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Students Served

A report of demographic data, by program, of students served with Title I, Part D Subpart 2 funds.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

Native Hawaiian or Other Pacific Islander	0
White	7
Two or more races	0
Total student counts by racial/ethnic group	59

Other Student Counts

English learner students	13
Students with disabilities	18

Students Served in Juvenile Detention Programs

Male	16
Female	2
Non-binary	0
Total unduplicated students served	18

Student Counts by Age

Ages 3 through 5	0
Age 6	0
Age 7	0
Age 8	0
Age 9	0
Age 10	0
Age 11	0
Age 12	0
Age 13	0
Age 14	1
Age 15	4
Age 16	2
Age 17	6
Age 18	5
Age 19	0
Age 20	0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Students Served

A report of demographic data, by program, of students served with Title I, Part D Subpart 2 funds.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

Age 21	0
Total student counts by age	18

Student Counts by Racial/Ethnic Group

Hispanic or Latino of any race	12
American Indian or Alaskan Native	0
Asian	0
Black or African American	2
Native Hawaiian or Other Pacific Islander	0
White	2
Two or more races	2
Total student counts by racial/ethnic group	18

Other Student Counts

English learner students	2
Students with disabilities	6

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Outcomes

A report of the academic and vocational outcomes of students served with Title I, Part D Subpart 2 funds.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

At-Risk Programs

Total students served	59
While in the facility, the number of students who:	
Earned high school course credits	51
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Earned a GED	0
Obtained a high school diploma	10
Were accepted or enrolled into postsecondary education	0
Enrolled in job training programs and or courses	1
Obtained employment	18
Within 90 calendar days after exit, the number of students who:	
Earned high school course credits	0
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Enrolled in their local district school	3
Earned a GED	0
Obtained a high school diploma	0
Were accepted or enrolled into postsecondary education	3
Enrolled in job training programs and or courses	0
Obtained employment	7

Juvenile Detention Programs

Total students served	18
While in the facility, the number of students who:	
Earned high school course credits	16
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Earned a GED	0
Obtained a high school diploma	3

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Outcomes

A report of the academic and vocational outcomes of students served with Title I, Part D Subpart 2 funds.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

Were accepted or enrolled into postsecondary education	1
Enrolled in job training programs and or courses	0
Obtained employment	0
Within 90 calendar days after exit, the number of students who:	
Earned high school course credits	0
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Enrolled in their local district school	6
Earned a GED	0
Obtained a high school diploma	0
Were accepted or enrolled into postsecondary education	1
Enrolled in job training programs and or courses	0
Obtained employment	0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Academic Performance

A report of the academic performance of long term students served with Title I, Part D Subpart 2 funds. Long-term students are those who have been enrolled in a program for at least 90 consecutive calendar days. Multiple admissions cannot be added together.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

At-Risk Programs

Total students served	59
Number of long-term students served	34

Reading

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	6
No change in grade level	0
Improvement of up to one grade level	3
Improvement of more than one grade level	1

Mathematics

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	3
No change in grade level	0
Improvement of up to one grade level	4
Improvement of more than one grade level	0

Juvenile Detention Programs

Total students served	18
Number of long-term students served	2

Reading

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	0
No change in grade level	0
Improvement of up to one grade level	0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Academic Performance

A report of the academic performance of long term students served with Title I, Part D Subpart 2 funds. Long-term students are those who have been enrolled in a program for at least 90 consecutive calendar days. Multiple admissions cannot be added together.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

Improvement of more than one grade level	0
--	---

Mathematics

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	0
No change in grade level	0
Improvement of up to one grade level	0
Improvement of more than one grade level	0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part D Subpart 2 Expenditure, Carryover Report

Report of expenditures and obligations for use of funds and to determine carryover funds through June 30, 2021.

CDE Program Contact:

Sherry Davis, Title I Policy, Program, and Support Office, SDavis@cde.ca.gov, 916-445-4904

2020-21 Title I, Part D Subpart 2 LEA allocation	\$91,852
Transferred-in amount	\$0
2020-21 Total LEA allocation	\$91,852
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$58,207
3000-3999 Employee benefits	\$24,491
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$321
Administrative and indirect costs	\$8,833
Total year-to-date expenditures	\$91,852
2020-21 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$6,392
Transferred-in amount	\$0
Transferred-out amount	\$0
2020-21 Total allocation	\$6,392

Professional Development Expenditures

Professional development for teachers	\$5,777
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$615
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$6,392
2020-21 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Mariah
Homeless liaison last name	Ernst- Collins
Homeless liaison title	Coordinator of Foster Youth, Homeless, and Mental Health Services
Homeless liaison email address (Format: abc@xyz.zyx)	Mariah.Ernst-Collins@ycoe.org
Homeless liaison telephone number (Format: 999-999-9999)	530-668-3791
Homeless liaison telephone extension	3791
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.10

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Liaison Training Information

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	02/18/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2020-21 Title I, Part A LEA allocation	\$162,880
2020-21 Title I, Part A direct or indirect services to homeless children reservation	\$9,100
Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$129,365

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	Direct Services: Education case management, linkage to community resources for youth and family support with clothing/shoes, transportation, and college& career support. Indirect Services: Training and professional learning to district and community/member agencies.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

5. 6. Support Letter for the Yolo County Childcare Plan

Description

Draft Support letter for the Yolo County Childcare Plan is attached for Board review and Action.

Recommendation

Staff recommends that the Board approve the support letter for the Yolo County Childcare Plan.

Supporting Documents



YCOE ARP Funding Proposal



Support letter for Yolo County childcare plan

Contact Person

Superintendent Garth Lewis or President Matt Taylor will present this item.



Yolo County - American Rescue Plan - Funding Request

This form is to be used by the Board of Supervisors and Department Heads (or their designee) to submit projects or proposals to be considered for funding utilizing the American Rescue Plan Stimulus funding. These submissions will be evaluated against the guidelines approved by the Board previously, federal rules related to this grant funding, and then be brought back for consideration before the Board of Supervisors.

Hi Richard, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Proposer (Department or District Name)

Gail Nadal, Director Early Childhood Education, Yolo County Office of Education

2. Date of Submission

06/09/2021

3. Project/Proposal Title

Yolo County Child Care Connections Network

4. What is your Funding Proposal? (Please describe)

The 2020 Yolo County Local Child Care Planning Council Needs Assessment shows several high-level themes identified from the data reviewed through this assessment which include: strengthening the childcare workforce; continued trainings and technical support to childcare providers, including license exempt family, friends and neighbors; establishing a unified early learning infrastructure; and increased awareness and increased funding for quality subsidized childcare. Included are the two listed items above and this proposal for funding, both will support to increase childcare slots in Yolo County. This proposal, Yolo Child Care Connections Networks, supports alignment and purpose of the First 5 Yolo Infrastructure Building grant which has been submitted to Yolo County.

Child Care can be provided in many ways with the greatest number coming from licensed childcare centers, followed by licensed family childcare providers and care provided by license exempt providers. License exempt providers may include those caring for children that may be a friend, family, or neighbors (FFN). It is hard to know how many license-exempt providers care for young children in Yolo, but numbers can be associated near 1,800.

This year there are 24,126 children with all parents in the workforce and 9,122 licensed childcare slots available. That leaves Yolo with a deficit of 15,004 unserved children. These children are likely with family, friend, and neighbor (FFN) providers, but it is hard to have a complete accounting of their care. And the highest need is for infant and toddler care and school-age care.

With a focus on Woodland and the concern that an infrastructure of support needs to be developed, there is a high degree of unmet need in those two categories and rural Yolo has the second highest need. Also, approximately 73% of the subsidized childcare need is unmet. The Yolo County Office of Education - Early Childhood Education (YCOE ECE) submits this proposal to develop and support existing licensed childcare centers, licensed Family Child Care (FCC) providers and FFNs in the Woodland and Rural Yolo. This proposal is to request funding to develop the Yolo Child Care Connections Network for the Woodland area that will contract services for a coordinator to build the necessary infrastructure to support ongoing quality early learning services. The coordinator along with the Network administration will be responsible for coordination of needed expansion of infant and toddlers' slots; improved facility needs for providers; provide ongoing training; and professional development and supportive technical assistance. With this funding, the goal would be to ensure a self-sustaining operation within the Network after American Rescue funds ends. The California Department of Education (CDE) also offers a grant called Family Child Care Home Education Network (FCCHEN) that can be reviewed by the Yolo County Office of Education (YCOE) that combines the standards of a quality childcare center with the personal touch and familiarity of a home environment support. Children in FCC are cared for in a safe and healthy environment, participate in age-appropriate activities and nurturing interactions with staff.

The CDE could offer financial assistance for FCCHEN families who qualify to gain access to these quality program. This ensures that low-income families can provide their children with the best care while they work or attend school or training. Providers work with parents to create a close relationship that benefits the child.

Through the Child Care Network Coordinator, a continuation of the QCC IMPACT coaching and early childhood services will be realized, and professional growth and educational opportunities will occur for the providers and their staff. Free resources and materials that support the children's development and one to one mentoring and program planning will ensure high quality services are established for those in this Yolo County Child Care Connections Network. The quality of services will be greatly improved for providers. Opportunities to expand or increase operations will also occur with additional funding through CDE.

To support rural areas and specifically the two FFN's currently operating in Knights Landing, the contracted coordinator's goal will be to build capacity and support to expand services to 3-4 new providers in Knights Landing. The goal is to encourage FFN's to become licensed FCC providers.

In addition to FCC supports, the Network will include introducing FNNs to the benefits of becoming a licensed provider: training on early childhood development; infant and toddler care; and creating a healthy, safe, and quality home environment. Providers with mixed ages of children will also receive guidance on types of equipment to have in the home, help with set up of areas for appropriate ages, keeping everyone safe and secure. By developing a network with other providers doing the same type of work, this will encourage providers to view their role as a professional and their work as essential to the families of Yolo County.

The second part of this proposal includes the request for funds to purchase three modular classrooms. The lack of school -age slots for 5 – 12 years old is great. The Woodland Joint Unified School District has noted that the lack of facilities is one of the prime reasons that not all elementary school sites have afterschool programs onsite. Working directly with the school

district, this funding would provide modular classrooms that are designed, specifically for Before and After school use for students with working parents that are not able pick their children from school until later in the day. The funds would be used to purchase and install modular classrooms in a pre-designed format. The costs include DSA and local permits, infrastructure, equipment, furnishings and materials licensed for 24 students. Two units' locations will be determined by WJUSD with a total of 48 school-age slots available. The third modular classroom is identified for the YCOE Early Childhood Education department to provide an infant and toddler center in Woodland located at the YCOE Cesar Chavez Center where YCOE services already exist. This location will allow teen parents attending Cesar Chavez to have their infant or toddler receive childcare services at this site. These units will be contracted out to vendors by the school district or YCOE run. On-going obligations will be determined by the agreement between the school district and contracted service providers to be determined. The ARP funds will only be obligated for the cost of the modular classroom, sitework, installation and interior furnishings.

5. Please provide a Brief Description of the nexus to COVID-19 or its economic impacts?

This past year due to the many changes that took place for providers in the Woodland and Rural Yolo areas with COVID impacts, there are critical challenges that FCC and FFN providers have expressed. This information was attained through a provider survey that was voluntarily completed by providers. The survey was taken by 129 providers and the majority were between the ages of 35 – 54. Over half were FCC providers and 95% identified as female. Of most significance is that over 90% reported a loss of revenue due to families being unable to afford resending their children to care or feeling uncomfortable doing so. Over 1,000 childcare slots in Yolo County have been lost during the pandemic due to providers closing their childcare businesses this year. This has had a significant impact on care for infants and toddlers and after- school care for school age children. Additionally, many reported work schedules had been affected and there is a continued desire for more personal protective equipment such masks and cleaning supplies. Another area of concern captured from the survey are the needs facing FFN's. Most of these providers care for our families (62%), then our friend's children (21%), and finally our neighbor's children (10%). The top challenges facing FFN's providers are addressing challenging behaviors, not enough space, understanding child development, challenging work hours, and serving dual language learners.

6. Project Category:

Addresses Direct Impact of Pandemic

Responding to the Pandemic (Emergency Response)

Pre-Existing Gap (Existed prior to Pandemic but exacerbated by it)

Recovering from the Pandemic (Disaster Recovery)

7. How does this project/proposal support the Board of Supervisors' 2020-2025 Strategic Plan Strategies and Outcomes?

This proposal supports two of the Board of Supervisors 2020-2025 Strategic Plan goals: "Thriving Residents" and "Robust Economy". One of the most significant barriers to thriving families and a robust economy is childcare. If we provide quality, safe and reliable childcare,

parents are able to work. This proposal provides the foundation to a stable workforce in Yolo County. During the early months of the pandemic, we witnessed the challenges of essential workers trying to maintain their employment while caring for children at home. This single challenge of access to childcare undermined many families' ability to continue to work. This proposal addresses Outcome #3 in facilitating successful employment and Outcome #5: providing rural community support.

It has been stated for many years that by providing quality early childhood education, a community builds resilience in vulnerable children and families. In the Strategic Plan, there is language regarding the quality of life for Children especially those of poverty. By funding this proposal, in Woodland and rural communities where there is not a strong childcare plan and very limited engagement of support, this proposal will allow for growth and expands much-needed childcare slots for infants and toddlers and school-age childcare. Additionally, professional development for providers caring for vulnerable children can improve their quality of life. This proposal supports success for "Outcome #3 - Children by reducing economic and educational disparities while building resiliency for vulnerable children, youth and their families. With this funding, we will see an expansion of childcare slots and improvement of the quality of care.

8. Project Type:

One-Time

On-Going

Both

9. Project Scope:

Department Impact

County-wide Impact

Community Impact

10. Estimated Cost (\$)

\$4,176,800

- Yolo County Childcare Connections Network Coordinator – \$230,000
- Modular Portable Classrooms - \$1,500,000
- Sitework - \$2,446,800

11. When can the project be started?

Immediately

3 - 6 Months

6 Months - 1 Year

1 Year or Greater (Significant Lead Time)

12. When would this project/proposal be completed after starting?

0 - 3 Months

3 - 12 Months

More than 1 Years

More than 2 Years

13. What will any on-going obligations be after the American Rescue Plan (ARP) Funds conclude and how would these be addressed?

There will be no on-going obligations after the ARP funds conclude. If awarded, the Yolo County Office of Education will review the available FCCHEN funds through the CDE to apply for funding for continued support to Yolo County FCC and FFN providers.

14. Describe what long-term or on-going benefits the project/proposal will provide?

The long-term, ongoing benefits of this proposal will enhance the capacity and quality of childcare in Yolo County. The total number of childcare slots will range from 60-65 school-age slots and 31 infant and toddler slots in Woodland and rural Yolo County. This proposal can be used as a pilot for other areas of need in Yolo County that will require future expansion of slots for infants and toddlers and school-age children.

15. Are there options to partner with other agencies or organizations on this proposal?

This proposal relies on the collaboration with additional community resources and agencies to participate in the childcare support and program operations. First 5 Yolo, Children's Home Society, the Yolo County Local Childcare Planning Council, Yolo Crisis Nursery and Yolo County HHS are among those that will be essential in providing data to support the Network.

16. Are there other funding sources available (other than ARP funding) to address this need? If so, please describe.

The Early Head Start Child Care Partnership grant will be examined as well as the FCCHEN funding through the CDE.

DATE

Dear Yolo County Board of Supervisors, and Mayors and Councilmembers of the Cities of Davis, West Sacramento, Winters and Woodland:

The American Rescue Plan provides Yolo County an unprecedented opportunity to address the childcare issues that have impacted children, youth and families before and especially during the COVID-19 pandemic. These critical funds provide an opportunity to significantly improve the state of childcare in the county.

Based on recent data from the First 5 Strategic Plan for 2021-2023 and the 2020 Yolo County Local Child Care Planning Council Needs Assessment, there is a significant lack of childcare in the county.

- This year, there are 24,126 children with parents in the workforce and 9,122 licensed childcare slots available – which leaves Yolo County with a deficit of 15,004 unserved children needing childcare.
- The highest need is for infant and toddler care with a gap of 3,934 licensed childcare slots specific to care for children 0-2 in Yolo County.
- Additionally, the Children’s Home Society reports that over 1,000 childcare slots in Yolo County have been lost during the pandemic.
- The cost of providing childcare has increased approximately 47% during the pandemic.

The 2020 Local Child Care Planning Council Needs Assessment also stated an immediate need for the following in Yolo County:

- Strengthening the childcare workforce,
- Continued trainings and technical support to childcare providers, including license exempt family, friends and neighbors,
- Establishing a unified early learning infrastructure, and
- Increased awareness and increased funding for quality subsidized childcare.

To address these stated needs, the Yolo County Office of Education has submitted the “Yolo County Child Care Connections Network” proposal (which was placed within the “Children” category under the “Thriving Residents” strategic plan alignment section).

The full American Rescue Plan proposal amounts to a request for \$4,176,800. The proposal is divided into three sections of requested funding:

1. Modular Portable Classrooms (*Funding requested: \$1,500,000*)

This funding would be used to purchase three modular classrooms to be used by Woodland Joint Unified and the Yolo County Office of Education. The modular classrooms are designed specifically for before and after school use for students with working parents.

The additional two classrooms for Woodland Joint Unified would result in 48 additional childcare slots.

The additional classroom for Yolo County Office of Education would provide an infant and toddler center in Woodland, which would result in 18 additional childcare slots. This site would allow teen parents attending Cesar Chavez Community School to have their infant and toddler receive childcare services at the school site.

As a reminder, the proposal is adding 66 childcare slots in the county. While not seen as a large number, these will be **on-going** childcare slots in perpetuity for the county. Additionally, it is important to note that on-going maintenance, operations and programming obligations for the new modular classrooms would be provided by the school district or county office.

2. **Sitework for Modular Portable Classrooms** (*Funding requested: \$2,446,800*)

These funds would be used to install the modular classrooms in a pre-designed format. The costs include building of the modules, site work, required local permits, Division of State Architects permits, inspectors, testing, furnishings and playground/seating equipment. The work outlined here would be contracted out to vendors selected by Woodland Joint Unified or Yolo County Office of Education.

3. **Childcare Connections Network Coordinator** (*Funding requested: \$230,000*)

This funding would be used to develop the Yolo Child Care Connections network for the Woodland and rural areas of the county. The proposal seeks to contract services for a temporary coordinator position to build the necessary infrastructure to support on-going quality early learning services. The goal would be to ensure a self-sustaining operation within the network after the American Rescue Plans funding ends.

The coordinator would primarily focus on providing support for:

- a. Expanding the number of infant and toddler childcare slots in the county,
- b. Improve facility needs for current childcare providers,
- c. Provide on-going training and professional development, and
- d. Provide supportive technical assistance for current childcare providers.

Each of those core job functions directly correlate to stated needs for the county in the 2020 Local Child Care Planning Council Needs Assessment.

To support rural areas, the coordinator would seek to build capacity and support to expand services to three to four new childcare providers in Knights Landing – by encouraging non-licensed family, friends and neighbors to become licensed childcare providers.

The Yolo Child Care Connections network, with the assistance of the hired coordinator, would introduce non-licensed family, friends and neighbors to the benefits of becoming a licensed provider, including providing training on early childhood development, infant and toddler care, and creating a healthy and safe home environment.

In closing, we ask the Yolo County Board of Supervisors, and Mayors and Councilmembers of the Cities of Davis, West Sacramento, Winters and Woodland to pave the way forward for youth and families by supporting this childcare proposal. If you have questions about the proposal, we encourage you to contact Superintendent Garth Lewis, at gail.nadal@ycoe.org or Gail Nadal, Director of Early Childhood Education at gail.nadal@ycoe.org.

5. 7. Updated School Calendars

Description


Attached for information and action is the Dan Jacobs school calendar which has been updated to reflect changes in the Woodland JUSD school calendar. Instead of ending on Thursday, June 9th, the school will end on Friday, June 10th.


Attached for information is the Cesar Chavez calendar which has also been updated to reflect changes to the Woodland JUSD calendar.


Recommendation


It is staff's recommendation that the board approve the Dan Jacobs calendar as presented.

Supporting Documents

 2021-22 Calendar F (1)

 2021-22 Calendar D

 2021-22 Calendar F

 2021-22 Calendar D

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 (11 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 (8 days) (13 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 - 16	
2nd Mo - 20	7th Mo - 19
3rd Mo - 20	8th Mo - 20
4th Mo - 18	9th Mo - 15
5th Mo - 14	10th Mo - 19
6th Mo - 19	

Staff Orientation: 8/09/2021	
Instructional Days:	
Regular Year = 180	
Extended Year= 15	
Month() = Teacher Work Days--182	
Calendar F	7/20/2021

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 (11 days)(11 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 (15 days)(6 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 - 15	
1st Mo - 16	8th Mo - 19
2nd Mo - 18	9th Mo - 19
3rd Mo - 19	10th Mo - 20
4th Mo - 20	11th Mo - 20
5th Mo - 19	12th Mo - 19
6th Mo - 18	13th Mo - 19

Staff Orientation: 8/9/2021
Instructional Days: Regular Year = 180 Extended Year =60
Month() = Teacher Work Days--182
Calendar D Approved: 3/09/2021

6. INFORMATION ITEMS

6. 1. 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 May 2021



August Directors YCBE Report (002)



Financial Report- Claudia



6-25-21 Regular PC Agenda



5-28-21 Meeting Minutes



2020-2021 SF425 Carryover Funds

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: Monday, June 7, 2021				Report Outcomes for the month of May2021			
#	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	3
3	EHS/State EHS/State	Alyce Norman	6 wk. – 36 mos.	C0(2)	NA	3	3
					NA	4	3
					NA	4	3
					NA	4	3
					NA	4	3
					NA	4	2
					NA	4	2
4	EHS/State	Valley Oak	24-36 mos.	C2(0)	NA	12	10
					NA		
					NA		
	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C2(0)	N/A	37	36
SUB TOTAL				C4(2)	NA	88	72

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C0(0)	NA	16	15
2					NA	16	12
3					NA	20	17
4					NA	16	10
5					State ONLY	Alyce Norman	3 – 5
1	HS/State	Alyce Norman	3 – 5	C0(0)	NA	20	13
1					NA	20	20
2	HS/State	Esparto	3 - 5	C0(1)	NA	16	10
1	HS/State	Greengate	3 – 5	C0(2)	NA	16	15
2					NA	20	14
1	HS/State	Plainfield	3 – 5	C0(1)	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(1)	NA	16	15
1	HS/State	Woodland Central	3 – 5	C0(0)	NA	16	8
1	HS/State	Valley Oak	3 - 5	0(2)	NA	19	19
1	HS/State	Wolfskill	3-5	C0(0)	NA	16	5
SUB TOTAL				C0(7)	NA	263	185
TOTAL				C4(9)	NA	351	273

Yolo County Office of Education Board of Education

Head Start/Early Head Start Update

Gail Nadal

August 2021

Back to School

All our classrooms will be re-opening in August and will follow each school district's opening schedule and calendar for the year and our teaching teams are preparing their rooms and participating in Pre-Service training to be ready for the new young children as they return fully to their classroom. It is an exciting time and a time to be prepared and ready to provide safe and effective procedures for all programs. Planning for full classrooms will be an adjustment as we continue to stay safe with the priority for positive social interactions and clean and safe environments. We will be returning to a renovated program at the Lemen site with both the classroom and the outdoor yard completely renovated using the funds from the IEEEP Inclusion grant that was received by YCOE. Also, our two Valley Oak classrooms have been moved to Montgomery Elementary School this year and we will have our Toddler and Pre-school classrooms located in Rooms E-3 and E-4 on this campus. We appreciate the strong support that was received by DJUSD to find new space for our two classrooms as they expand services for the DaVinci Charter program at Valley Oak. We will have 12 children in the Toddler room and 19 children planned for the Pre-School room and the school year will begin on August 25th this year.

Pre-Service Training for Head Start and Early Head Start

Pre-Service training has begun for our staff of Head Start and Early Head Start. Each day our employees are attending trainings for employees in the areas of Trauma-Informed Care, Anti-Bias Approach, Educational curriculum, Health and Safety, CLASS trainings and Self Care. This is such a great time for our staff to come together to begin to plan for their new classroom and to learn about the latest research and up to date regulations that have been put into place. We return to being fully operational and look forward to the positive new year ahead.

Gail Nadal will be Retiring

After 16 years of being the Director of Early Childhood Education, I have decided to start the next phase of life's journey. I will be retiring at the end of August and will take time to slow down

|

the pace a bit. It has been an honor to be the Director of Early Childhood Education and to see the department grow and flourish during these years because of the support received by YCOE, our YCOE Superintendent, by the Board of Trustees and also the many committed staff employees that everyday bring their passion and love for the young children and their families daily. YCOE is about being a part of a family to me and the many blessing that this position has given to me has been so rewarding. Thank you for your commitment in allowing me to lead this department and to bring the importance of early childhood education to YCOE. These upcoming years will bring big growth in the area of expansion for the ECE department, and I am so pleased to share that the new Director, Shannon McClarin, has started and together we are training, sharing and planning together during the month of August. Shannon has been the Child Development Coordinator at WJUSD, past Chairperson of the Yolo County Child Care Planning Council and has been a long-time colleague for many at YCOE. It is with delight that I share this news with all of you. ECE is in good hands with Shannon leading into this new era.

Thank you for the many wonderful opportunities you have given to me and the ECE department.

Take Good Care of YCOE,

~gail

Gail Nadal
Director of Early Childhood Education

Executive Summary
2020/2021 Fiscal Year
May 2021

2020/2021 Fiscal Year		May 2021	
HEAD START-QUALITY IMPROVEMENT/PROGRAMA HEAD START			
May 2021			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	3,047,378.00
Expenditures/Gastos:			
Salaries/Salarios	\$	121,292.24	\$ 1,298,428.38
Benefits/Beneficios	\$	44,888.10	\$ 474,093.54
Supplies/Provisiones	\$	21,494.82	\$ 44,879.95
<i>Parent Activities/Actividades de los padres</i>	\$	<i>3,388.75</i>	<i>\$ 3,442.85</i>
Site Supplies/Articulos de oficina para el centro	\$	18,106.07	\$ 41,437.10
Contracted Services/Servicios Contratados	\$	10,326.98	\$ 23,702.58
Operations/Gastos de Operacion	\$	2,258.69	\$ 203,287.15
Building/Land Improvements	\$	94,721.20	\$ 94,721.20
Indirect Costs/Costos Indirectos	\$	23,532.54	\$ 198,855.65
Cafeteria Fund/transferencia al fondo del café	\$	6,136.35	\$ 6,136.35
Total Expenditures/Total de Gastos	\$	324,829.02	\$ 2,344,122.30

EARLY HEAD START QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	1,169,751.00
Expenditures/Gastos:			
Salaries/Salarios	\$	49,908.55	\$ 562,266.15
Benefits/Beneficios	\$	18,083.51	\$ 209,069.44
Supplies/Provisiones	\$	3,650.00	\$ 10,804.05
<i>Parent Activities/Actividades de los padres</i>	\$	<i>52.28</i>	<i>\$ 70.61</i>
Site Supplies/Articulos de oficina para el centro	\$	3,597.72	\$ 10,733.44
Contracted Services/Servicios Contratados	\$	1,537.89	\$ 11,548.43
Operations/Gastos de Operacion	\$	583.89	\$ 62,717.18
Building/Land Improvements			
Indirect Costs/Costos Indirectos	\$	8,007.78	\$ 83,222.43
Cafeteria Fund/transferencia al fondo del café	\$	-	\$ -
Total Expenditures/Total de Gastos	\$	81,771.62	\$ 939,645.18

HEAD START/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	January 2021	Current/	Year to Date
Revenues/Ingresos:			\$ 34,554.00
Expenditures/Gastos:			
Salaries/Salarios		\$ -	\$ -
Benefits/Beneficios		\$ -	\$ -
Supplies/Provisiones		\$ 33.99	\$ 67.98
<i>Parent Activities/Actividades de los padres</i>		<i>\$ -</i>	<i>\$ -</i>
Site Supplies/Articulos de oficina para el centro		\$ -	\$ 67.98
Contracted Services/Servicios Contratados		\$ -	\$ 8,939.88
Operations/Gastos de Operacion		\$ -	\$ 21,028.34
Indirect Costs/Costos Indirectos		\$ -	\$ -
Total Expenditures/Total de Gastos		\$ 33.99	\$ 30,036.20

EARLY HEAD START/PROGRAMA EARLY HEAD START T & TA			
Resource 5218/Recurso 5218			
CATEGORY/CATEGORIA		Current/	Year to Date
Revenues/Ingresos:			\$ 25,983.00
Expenditures/Gastos:			
Salaries/Salarios		\$ -	\$ -
Benefits/Beneficios		\$ -	\$ -
Supplies/Provisiones		\$ 21.73	\$ 43.46
<i>Parent Activities/Actividades de los padres</i>		<i>\$ -</i>	<i>\$ -</i>
Site Supplies/Articulos de oficina para el centro		\$ 21.73	\$ 43.46
Contracted Services/Servicios Contratados		\$ -	\$ 4,935.12
Operations/Gastos de Operacion		\$ -	\$ 15,222.31
Indirect Costs/Costos Indirectos		\$ -	\$ -
Total Expenditures/Total de Gastos		\$ 21.73	\$ 20,200.89

Credit Cards	Monthly	
		Expense
Visa	\$	18,253.18
Wal-Mart	\$	-
Nugget/Food 4 Less	\$	-
Interstate Oil	\$	157.75
Total Credit Cards	\$	18,410.93

Calculation of In-Kind Contributions	Dollars Expended	
	Year-To-Date	In-Kind Required
Head Start:	\$ 2,344,104.80	\$ 586,026.20
HS T & TA	\$ 30,036.20	\$ 7,509.05
Early HS	\$ 939,627.68	\$ 234,906.92
EHS T & TA	\$ 20,200.89	\$ 5,050.22
Total	\$ 3,333,969.57	\$ 833,492.39
Amount Required:	\$	833,492.39
Actual In-Kind:	\$	952,854.12
*Surplus/(Deficit):	\$	119,361.73

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

Administrative Percent Calculation	
Maximum Percent Allowed	15%
Calculated Percent for the Month	8%
Annual Percentage	12%

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

May 2021

May 2021

Program	Working Budget	Current Expenditures	Year-To-Date Expenditures	Encumbered	Balance	% of Budget Spent	% of Budget Encumbered	Unspent or Not Obligated
Head Start/Quality Improvement	\$ 3,047,378	\$ 324,829	\$ 2,344,122	\$ 297,532	\$ 405,724	76.92%	9.76%	13.31%
Early Head Start/Quality Improvement	\$ 1,169,751	\$ 81,772	\$ 939,645	\$ 113,987	\$ 116,119	80.33%	9.74%	9.93%
Head Start COVID	\$ 217,065	\$ 63,443	\$ 194,970	\$ 19,112	\$ 2,983	89.82%	8.80%	1.37%
Early Head Start COVID	\$ 77,335	\$ 1,670	\$ 59,366	\$ 15,444	\$ 2,525	76.76%	19.97%	3.27%
Head Start T&TA	\$ 34,554	\$ 34	\$ 30,036	\$ 4,498	\$ 20	86.93%	13.02%	0.06%
Early Head Start T&TA	\$ 25,983	\$ 22	\$ 20,201	\$ 2,906	\$ 2,876	77.75%	11.18%	11.07%
Total Grant	\$ 4,572,066	\$ 471,769	\$ 3,588,341	\$ 453,478	\$ 524,739	78.48%	9.92%	11.48%

Credit Cards	Monthly Expense
Visa	\$ 18,253.18
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ 157.75
Total Credit Card Expense	\$ 18,410.93

Administrative Percent Calculation	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	8%
Annual Percentage	12%

	Dollars Expended	
	Year-To-Date	In-Kind Required
Head Start:	\$ 2,344,122.30	\$ 586,026.20
Head Start T & TA:	\$ 30,036.20	\$ 7,509.05
Early Head Start:	\$ 939,645.18	\$ 234,906.92
Early Head Start T & TA:	\$ 20,200.89	\$ 5,050.22
Total	\$ 3,334,004.57	\$ 833,492.39
	Amount Required:	\$ 833,492.39
	Actual In-Kind:	\$ 952,854.12
	*Surplus/(Deficit):	\$ 119,361.73

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

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

EARLY HEAD START

**2020/2021
May 2021**

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,115,238		1,115,238	136,434	867,371	0	247,867	22.23%
Prior Year	0	0	0	0	0		0	#DIV/0!
COLA	22,305		22,305		0		22,305	
Total Revenues	1,137,543	0	1,137,543	136,434	867,371	0	270,172	23.75%
							0	
Expenditures								
Salaries	623,595	0	623,595	49,909	562,266	49,413	11,916	1.91%
Benefits	240,912	0	240,912	18,084	209,069	18,097	13,745	5.71%
Supplies	25,759	13,801	39,560	3,650	10,804	24,656	4,100	10.36%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,952	0	626	52	71	499	56	9.02%
<i>Site Supplies</i>	23,807	15,127	38,934	3,598	10,733	24,157	4,044	10.39%
Travel & Conference	14,991	(11,218)	3,773	83	2,222	0	1,551	41.11%
Dues & Memberships	753	23	776	0	775	0	1	0.13%
Insurance	3,172	(121)	3,051	0	3,051	0	1	0.02%
Operations and Housekeeping	50	(50)	0	0	0	0	0	#DIV/0!
Rentals, Leases, Repairs & Noncapitalized								
Improvements	1,802	(282)	1,520	0	382	495	643	42.30%
Direct Costs for Transfer of Services	76,296	3,259	79,555	501	55,489	0	24,066	30.25%
Professional/Contracted Services & Operating								
Expenditures	25,966	8,481	34,447	1,538	11,548	21,166	1,732	5.03%
Intergovernmental Fees	1,076	(117)	959	0	799	160	0	0.02%
Indirect Costs	109,395	0	109,395	8,008	83,222	0	26,173	23.92%
Equipment	0	0	0	0	0	0	0	
Total Expenditures	1,123,767	13,776	1,137,543	81,772	939,628	113,987	83,928	7.38%

0

Executive Summary
2020/2021 Fiscal Year
May 2021
PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2020/2021
May 2021

Recurso 5212		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	%
	CATEGORÍA					Lo que va del año	Sobrecargado		%
Ingresos:									
	Todos los otros Federales	1,115,238	0	1,115,238	136,434	867,371	0	247,867	22.23%
		0		0				0	#DIV/0!
		22,305		22,305		0		22,305	
	Total de Ingresos	1,137,543	0	1,137,543	136,434	867,371	0	270,172	23.75%
Gastos:									
	Salarios	623,595	0	623,595	49,909	562,266	49,413	11,916	1.91%
	Beneficios	240,912	0	240,912	18,084	209,069	18,097	13,745	5.71%
	Provisiones	25,759	13,801	39,560	3,650	10,804	24,656	4,100	10.36%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	1,952	(1,326)	626	52	71	499	56	9.02%
	<i>Articulos de oficina para el centro</i>	23,807	15,127	38,934	3,598	10,733	24,157	4,156	10.68%
	Viaje y Conferencia	14,991	(11,218)	3,773	83	2,222	0	1,551	41.11%
	Cuotas y Membresías	753	23	776	0	775	0	1	0.13%
	Seguro	3,172	(121)	3,051	0	3,051	0	1	0.02%
	Operations and Housekeeping	50		0	0	0	0	0	#DIV/0!
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	1,802	(282)	1,520	0	382	495	643	42.30%
	Costos Directos para Transferencias de Servicios	76,296	3,259	79,555	501	55,489	0	24,066	30.25%
	Servicios Profesionales/Contratados y Gastos de	25,966	8,481	34,447	1,538	11,548	21,166	1,732	5.03%
	Cuotas Intergubernamentales	1,076	(117)	959	0	799	160	0	0.02%
	Gastos Indirectos	109,395	0	109,395	8,008	83,222	0	26,173	23.92%
	Equipment		0	0	0	0	0	0	#DIV/0!
			0	0					
	Total de Gastos	1,123,767	13,826	1,137,543	81,772	939,628	113,987	83,928	7.38%

Executive Summary
 2020/2021 Fiscal Year
 May 2021
 HEAD START
 T & TA
 May 2021

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	34,554	0	34,554	21,323	30,002	0	4,552	13.17%	
COLA	0		0				0		
Total Revenues	34,554	0	34,554	21,323	30,002	0	4,552	13.17%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	1,322	438	1,760	34	68	1,674	18	1.00%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,125	550	1,675	0	0	1,674	1	0.04%	
<i>Site Supplies</i>	197	(112)	85	0	68	0	17	20.02%	
Travel & Conference	27,632	(6,603)	21,029	0	21,028	0	1	0.00%	
Contracted Services	5,600	6,165	11,765	0	8,940	2,823	2	0.02%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	34,554	0	34,554	34	30,036	4,498	20	0.06%	

Executive Summary
2020/2021 Fiscal Year
May 2021
PROGRAMA HEAD START
T y TA
May 2021

Recurso 5208		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA						Lo que va del año	Sobrecargado		
Ingresos:									
Todos los otros Federales		34,554	0	34,554	0	30,002	0	4,552	13.17%
COLA		0		0				0	
Total de Ingresos		34,554	0	34,554	0	30,002	0	4,552	13.17%
Gastos:									
Salarios		0	0	0	0	0	0	0	0.00%
Beneficios		0	0	0	0	0	0	0	0.00%
Provisiones		1,322	438	1,760	34	68	1,674	18	1.00%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		1,125	550	1,675	0	0	1,674	1	0.04%
<i>Artículos de oficina para el centro</i>		197	(112)	85	0	68	0	17	20.02%
Viaje y Conferencia		27,632	(6,603)	21,029	0	21,028	0	1	
Servicios Contratados		5,600	6,165	11,765	0	8,940	2,823	2	0.02%
Gastos Indirectos		0	0	0	0	0	0	0	0.00%
Total de Gastos		34,554	0	34,554	34	30,036	4,498	20	0.06%

**Executive Summary
2020/2021 Fiscal Year
May 2021
HEAD START
2020/2021 BUDGET
May 2021**

Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				Balance	% %
				Current	Year-to-date	Encumbered			
Revenues									
All Other Federal	2,923,212		2,923,212	384,928	2,076,964	0	846,248	28.95%	
Indirect	0	0	0	0	0	0	0	0.00%	
COLA	58,464		58,464	0	0	0	58,464	0.00%	
Total Revenues	2,981,676	0	2,981,676	384,928	2,076,964	0	904,712	30.34%	
Expenditures:									
Salaries	1,451,603	8,053	1,459,656	121,292	1,298,428	120,945	40,282	2.76%	
Benefits	736,826	(172,341)	564,485	44,888	474,094	51,818	38,574	6.83%	
Supplies	54,908	84,492	139,400	21,495	44,880	87,835	6,685	4.80%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	3,279	2,252	5,531	3,389	3,443	2,087	1	0.02%	
<i>Site Supplies</i>	51,629	82,240	133,869	18,106	41,437	85,748	6,684	4.99%	
Travel & Conference	34,970	(19,708)	15,262	416	9,281	0	5,981	39.19%	
Dues & Memberships	2,258	105	2,363	0	2,363	0	1	0.02%	
Insurance	13,568	(4,416)	9,152	0	9,152	0	1	0.01%	
Operations & Housekeeping	580	(441)	139	0	19	88	31	22.59%	
Rentals, Leases, Repairs & Noncapitalized									
Improvements	8,370	(183)	8,187	0	4,240	880	3,067	37.46%	
Direct Costs for Transfer of Services	247,229	7,256	254,485	1,843	177,617	0	76,868	30.21%	
Professional/Contracted Services & Operating									
Expenditures	139,776	(2,163)	137,613	10,327	23,703	27,001	86,909	63.15%	
Intergovernmental Fees	4,847	(3,906)	941	178	616	324	1	0.10%	
Equipment	0	107,448	107,448	94,721	94,721	8,640	4,087	3.80%	
Indirect Costs	286,741	(10,333)	276,408	23,533	198,856	0	77,552	28.06%	
Improvements	0	6,137	6,137	6,136	6,136	0	1	0.01%	
		0	0						
Total Expenditures	2,981,676	0	2,981,676	324,829	2,344,105	297,532	340,040	11.40%	

Executive Summary
2020/2021 Fiscal Year
May 2021
PROGRAMA HEAD START
PRESUPUESTO 2020/2021
May 2021

Recurso 5210									
	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	%	%
CATEGORÍA									
Ingresos:									
Todos los otros Federales	2,923,212	0	2,923,212	0	2,076,964		846,248	28.95%	
	0	0	0	0	0	0	0		
COLA	58,464	0	58,464	0	0		58,464		
Total Revenues/Total de Ingresos	2,981,676	0	2,981,676	0	2,076,964	0	904,712		
Gastos:									
Salarios	1,451,603	8,053	1,459,656	121,292	1,298,428	120,945	40,282	2.76%	
Beneficios	736,826	(172,341)	564,485	44,888	474,094	51,818	38,574	6.83%	
Provisiones	54,908	84,492	139,400	21,495	44,880	87,835	6,685	4.80%	
<i>Artículos para las actividades de los padres y comida para las juntas</i>	3,279	2,252	5,531	3,389	3,443	2,087	1	0.00%	
<i>Artículos de oficina para el centro</i>	51,629	82,240	133,869	18,106	41,437	85,748	6,684	4.99%	
Viaje y Conferencia	34,970	(19,708)	15,262	416	9,281	0	5,981	39.19%	
Cuotas y Membresías	2,258	105	2,363	0	2,363	0	1	0.02%	
Seguro	13,568	(4,416)	9,152	0	9,152	0	1	0.01%	
	580	(441)	139	0	19	88	31	22.59%	
Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	8,370	(183)	8,187	0	4,240	880	3,067	37.46%	
Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	247,229	7,256	254,485	1,843	177,617	0	76,868	30.21%	
Cuotas Intergubernamentales	139,776	(2,163)	137,613	10,327	23,703	27,001	86,909	63.15%	
Mejoras a los Terrenos	4,847	(3,906)	941	178	616	324	1	0.10%	
Gastos Indirectos	0	107,448	107,448	94,721	94,721	8,640	4,087	3.80%	
transferencia al fondo del café	286,741	(10,333)	276,408	23,533	198,856	0	77,552	28.06%	
	0	6,137	6,137	6,136	6,136	0	1	0.01%	
		0	0						
Total de Gastos	2,981,676	0	2,981,676	324,829	2,344,105	297,532	340,040	11.40%	

**Executive Summary
2020/2021 Fiscal Year
May 2021
EARLY HEAD START
T & TA
May 2021**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	25,983	0	25,983	15,341	20,179	0	5,804	22.34%	
Total Revenues	25,983	0	25,983	15,341	20,179	0	5,804	22.34%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	917	(145)	772	22	43	718	11	1.42%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	720	(2)	718	0	0	718	0	0.05%	
<i>Site Supplies</i>	197	(143)	54	22	43	0	11	19.52%	
Travel & Conference	20,351	(2,551)	17,800	0	15,222	0	2,578	14.48%	
Contracted Services	4,715	2,696	7,411	0	4,935	2,188	288	3.88%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	25,983	0	25,983	22	20,201	2,906	2,876	11.07%	

Executive Summary
2020/2021 Fiscal Year
May 2021
PROGRAMA EARLY HEAD START
T & TA
May 2021

Recurso 5218

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	25,983	0	25,983	15,341	20,179	0	5,804	22.34%
Total de Ingresos	25,983	0	25,983	15,341	20,179	0	5,804	
Gastos:								
Salarios	0	0	0	0	0	0	0	0.00%
Beneficios	0	0	0	0	0	0	0	0.00%
Provisiones	917	(145)	772	22	43	718	11	1.42%
<i>Artículos para las actividades de los padres y comida para las juntas</i>	720	(2)	718	0	0	718	0	0.05%
<i>Artículos de oficina para el centro</i>	197	(143)	54	22	43	0	11	19.52%
Viaje y Conferencia	20,351	(2,551)	17,800	0	15,222	0	2,578	14.48%
Servicios Contratados	4,715	2,696	7,411	0	4,935	2,188	288	3.88%
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	25,983	0	25,983	22	20,201	2,906	2,876	11.07%

**Executive Summary
2020/2021 Fiscal Year
May 2021
HEAD START QUALITY IMPROVEMENT**

May 2021

Resource 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	65,702	0	65,702	0	182	0	65,520	99.72%	
Total Revenues	65,702	0	65,702	0	182	0	65,520	99.72%	
Expenditures									
Salaries	32,372	0	32,372	0	0	0	32,372	0.00%	
Benefits	13,393	0	13,393	0	0	0	13,393	0.00%	
Supplies	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Contracted Services	13,619	0	13,619	0	0	0	13,619	100.00%	
Indirect Costs	6,318	0	6,318	0	18	0	6,301	99.72%	
			0						
Total Expenditures	65,702	0	65,702	0	18	0	65,685	99.97%	

a

**Executive Summary
2020/2021 Fiscal Year
May 2021
HEAD START COVID**

May 2021

Resource 5220

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	217,065	0	217,065	19,258	140,643	0	76,422	35.21%	
Total Revenues	217,065	0	217,065	19,258	140,643	0	76,422	35.21%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	96,190	33,620	129,810	13,788	118,480	13,321	(1,991)	-1.53%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	96,190	33,620	129,810	13,788	118,480	13,321	(1,991)	-1.53%	
Rentals , Repairs, Leases	55,000	(48,702)	6,298	682	4,827	1,471	0	0.00%	
Contracted Services	45,000	(43,696)	1,304	0	0	0	1,304	100.00%	
Indirect Costs	20,875	(6,255)	14,620	1,058	12,438	0	2,182	14.93%	
Improvements		11,309	11,309	0	11,309	0	1	0.00%	
Equipment		53,724	53,724	47,916	47,917	4,320	1,487	2.77%	
Total Expenditures	217,065	0	217,065	63,443	194,970	19,112	2,983	1.37%	

a

**Executive Summary
2020/2021 Fiscal Year
May 2021
EARLY HEAD START QUALITY IMPROVEMENT**

May 2021

Resource 5229

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	32,208	0	32,208	0	182	0	32,026	99.44%	
Total Revenues	32,208	0	32,208	0	182	0	32,026	99.44%	
Expenditures									
Salaries	13,874	0	13,874	0	0	0	13,874	0.00%	
Benefits	5,743	0	5,743	0	0	0	5,743	0.00%	
Supplies	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Contracted Services	9,494	0	9,494	0	0	0	9,494	100.00%	
Indirect Costs	3,097	0	3,097	0	18	0	3,080	99.43%	
			0						
Total Expenditures	32,208	0	32,208	0	18	0	32,191	99.95%	

a

**Executive Summary
2020/2021 Fiscal Year
May 2021
EARLY HEAD START COVID**

May 2021

Resource 5230

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	77,335	0	77,335	2,759	59,366	0	17,969	23.24%	
Total Revenues	77,335	0	77,335	2,759	59,366	0	17,969	23.24%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	47,500	15,265	62,765	0	45,374	15,329	2,062	3.28%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	47,500	15,265	62,765	0	45,374	15,329	2,062	3.28%	
Rentals, Repairs, Leases	15,000	(13,275)	1,725	227	1,609	115	1	0.04%	
Contracted Services	7,398	(5,398)	2,000	0	2,000	0	0	0.00%	
Indirect Costs	7,437	(362)	7,075	1,442	6,613	0	462	6.53%	
Improvements		3,770	3,770	0	3,770	0	1	0.01%	
Total Expenditures	77,335	0	77,335	1,670	59,366	15,444	2,525	3.27%	

a

Executive Summary
2020/2021 Fiscal Year
May 2021
HEAD START/EARLY HEAD START
CREDIT CARD REPORT
May 2021

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ 9,272.41
TOTAL	\$ 9,272.41
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ 1,177.59
TOTAL	\$ 1,177.59
Amee Dowkes	
Travel/Conference	\$ -
Center Supplies	\$ 129.00
TOTAL	\$ 129.00
Gustavo Melgoza	
Travel/Conference	\$ -
Center Supplies	\$ 1,963.42
TOTAL	\$ 1,963.42
Connie Luna	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Nicole Castrejon	
Travel/Conference	\$ -
Center Supplies	\$ 5,710.76
TOTAL	\$ 5,710.76
VISA Grand Total	\$ 18,253.18 ****
Nugget/Food4Less	\$ -
InterState Oil	\$ 157.75
TOTAL MONTHLY EXPENDITURES:	\$ 18,410.93

**Credit card statements available upon request

Executive Summary
 2020/2021 Fiscal Year
 May 2021
 Programas Head Start/Early Head Start
REPORTE DE TARJETAS DE CRÉDITO
 Año FISCAL 2020/2021

May 2021

SUPERVISOR	VISA
Gail Nadal	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ 9,272.41
	\$ 9,272.41
Genet Telahun	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ 1,177.59
Total	\$ 1,177.59
Amee Dowkes	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ 129.00
Total	\$ 129.00
Gustavo Melgoza	
Viaje/Conferencia	\$ -
Artículos para oficina	\$ 1,963.42
Total	\$ 1,963.42
Connie Luna	
Viaje/conferencia	\$ -
Articulos para oficina	\$ -
Total	\$ -
Nicole Castrejon	
Viaje/conferencia	\$ -
Articulos para oficina	\$ 5,710.76
Total	\$ 5,710.76
VISA Grand Total	\$ 18,253.18
NUGGET/FOOD 4 LESS	\$ -
INTERSTATE OIL	\$ 157.75

Total de Gastos Mensuales: \$ 18,410.93 ***

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

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

**Headstart / Early Head Start
2020/2021 Fiscal Year
May 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	\$ 8,857.23	\$ 116.43

Step 2: Calculate maximum administrative expenses allowed for 15%

Federal Share	\$ 471,769.26	All Grants
Required 20 percent NFS	\$ 117,942.32	Non Federal Share
Total Approved Costs	<u>\$ 589,711.58</u>	
15% Administrative Cost Limitation	<u>\$ 88,456.74</u>	

Step 3: Identify total administrative expenses

Dual Facility Costs	\$ 116.43	Per Above Calculation in step 1
School Admin	\$ 22,820.64	Staff charged to Administration
General Admin	\$ 26,930.63	Indirect
Total	<u>\$ 49,867.69</u>	

Grant Expenditures	\$ 288,955.21
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 288,955.21</u>

Currently Charged Admin Costs	\$ 49,867.69
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 49,867.69</u>

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 8%

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

**HEAD START/EARLY HEAD START
2020/2021 FISCAL YEAR
May 2021**

Month	Year	Location										Grand Total	
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak/Winters	MCC			
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	\$ 147,350.32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 147,350.32
June	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
		\$ 952,854.12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 952,854.12

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of May 31, 2021	In-Kind Required
Head Start:	2,344,104.80	586,026.20
Head Start T & TA:	30,036.20	7,509.05
Early Head Start:	939,627.68	234,906.92
Early Head Start T & TA:	20,200.89	5,050.22
Total:	3,333,969.57	833,492.39

Amount Required: 833,492.39
Actual In-Kind: 952,854.12

*Surplus/(Deficit): 119,361.73

Surplus(Deficit): 119,361.73

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
June 25, 2021 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 – June 25, 2021 Agenda

M1: M2:

3.2 Approval – May 19, 2021 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 Planning for Next Year: Inservice-** Genet
- 6.2.2 YCOE Orientation-** Superintendent Garth Lewis
- 6.2.3 Recognition of Employee of the Month-** Genet

**Information
& Discussion**

- 7.0 Financial Reports- *Debra Hinely***
7.1 Monthly Financial Report
7.2 Carryover Funds to 2021-2022 Fiscal Year

Information

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

Information

- 9.0 Confirmation Next Meeting Date**

**Regular Meeting- Friday, July 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**

May 28, 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
Rosa Silva
Laura Quezada
Angelina Melendrez
Elizabeth Ugalde
Rizwana Shaik*

YCOE Staff:

*Gail Nadal, ECE Director
Genet Telahun, Program Administrator
Kathleen Glassman, Information Specialist
Marco Raya, Interpreter
Connie Luna-Garcia, Site Coordinator
Claudia Grimaldi, Accountant Internal Business*

YCOE Administration:

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

AFSCME Council 57:

None

Community Members Present:

1.0 Call to Order: 2:04 pm

2.0 Introductions/Recognition of Visitors

3.0 Consent Agenda:

3.1 Approval of May 28, 2021 Agenda M1: Rosa Silva M2: Laura Quezada
Items 6.2.2 Health Screening and 6.2.3 Monitoring Data will be removed from agenda.

3.2 Approval of March 26, 2021 Minutes M1: Rizwana Shaik M2: Elizabeth Ugalde

4.0 Public Comment: *None*

5.0 Adjourned to Close Session:

5.1 Employment of New Hires – Margie

M1: Rosa Silva

M2: Rizwana Shaik

5.2 Employment of Substitutes –NONE

5.3 Employment of Various Service Providers – NONE

5.4 Non-Reelection of Certificated Probationary Employee- NONE

6.0 Open Session:

6.1 Old Business: Focus 2 Area Review Update- Gail

Gail shared that we passed in all areas we only have to do 1 report which will be completed next week. Garth let all Policy Council Members the amazing job they did while the interviews were conducted.

6.2 New Business:

6.2.1 Self-Assessment Planning -Genet

Genet went over the purpose and results of the Self-Assessment which is a Federal Regulation. The Self-Assessment is done in order for the program to have data that is used to create program improvement, identifies areas of strength/weakness and allows program to see if established goals and objectives are being met.

6.2.2 Health Screening- Removed from Agenda

6.2.3 Monitoring Data-Removed from Agenda

6.2.4 Year End Close Out- Jackie

Woodland Central Center was opened 3/29/21 in Woodland, all other sites returned to in person learning March 1st. As a part of the Self-Assessment we monitored the classrooms. April and May our Parent Conferences took place. Today 5/28/21 we are currently doing In Service Training offered to all Staff Topics covered are Data translation and how to incorporate into the classrooms and individual Self Care.

6.2.5 Approval of job Description for Disabilities/Mental Health Manager- Margie

Margie explained that the job description had been previously approved with the Candidate needing a Child Development Site Supervisor Permit. After further reviewing of the job description it has been decided that the Candidate does not need to have a Child Development Site Supervisor Permit and we would need approval from Members to remove it.

M1: Laura Quezada M2: Rosa Silva

7.0 Financial Report: Debra Hinely

7.1 Monthly Financial Report: Claudia went over the Financial Report for the month of April 2021

7.2 Federal Cash Transaction Report- Claudia went over the Report.

8.0 Programs Operations: Service Area Reports- Jackie Tam

Jackie combined her Site Coordinator report with her Report of Year End Close Out previously mentioned.

9.0 Confirm Next Meeting Date:

Regular Meeting will be Friday June 25, 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 3:02 pm

M1: Rizwana Shaik M2: Elizabeth Ugalde

Roll Call: Members participating were: Annalisa Vasquez, Rosa Silva, Laura Quezada, Elizabeth Uglade, Rizwana Shaik, Angelina Melendrez

INFORMATION ONLY
ESTIMATED 2020-2021 AWARD YEAR CARRYOVER TO 2021-2022
AWARD YEAR

FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted HHS-ADMINISTRATION FOR CHILDREN & FAMILIES		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) 09CH01057203		Page 1	of 1		
pages							
3. Recipient Organization (Name and complete address including Zip code) YOLO CO OFFICE OF EDUCATION 1280 SANTA ANITA CT STE 100, WOODLAND, CA 95776-6128							
4a. DUNS Number 193213188	4b. EIN 1952746725A1	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) B3752P1	6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual			
8. Project/Grant Period From: (Month, Day, Year) JULY 1, 2020			To: (Month, Day, Year) JUNE 17, 2021		9. Reporting Period End Date (Month, Day, Year) JUNE 17, 2021		
10. Transactions				Cumulative			
<i>(Use lines a-c for single or multiple grant reporting)</i>							
Federal Cash (To report multiple grants, also use FFR Attachment):							
a. Cash Receipts				3,658,686.17			
b. Cash Disbursements				3,658,686.17			
c. Cash on Hand (line a minus b)				0.00			
<i>(Use lines d-o for single grant reporting)</i>							
Federal Expenditures and Unobligated Balance:							
d. Total Federal funds authorized				4,277,666.00			
e. Federal share of expenditures				3,375,437.00			
f. Federal share of unliquidated obligations				616,962.00			
g. Total Federal share (sum of lines e and f)				3,992,399.00			
h. Unobligated balance of Federal funds (line d minus g)				Estimated carryover amount 285,267.00			
Recipient Share:							
i. Total recipient share required				1,069,416.50			
j. Recipient share of expenditures				952,854.12			
k. Remaining recipient share to be provided (line i minus j)				116,562.38			
Program Income:							
l. Total Federal program income earned				0.00			
m. Program income expended in accordance with the deduction alternative				0.00			
n. Program income expended in accordance with the addition alternative				0.00			
o. Unexpended program income (line l minus line m or line n)				0.00			
11. Indirect Expense		a. Type	b. Rate	c. Period From	d. Base	e. Amount Charged	f. Federal Share
		g. Totals:					
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation: As of June 17, 2021, the estimated carryover amount from the 2020-2021 award year to 2021-2022 award year is \$285,267.00.							
13. Certification: By signing this report, I certify that it is true, complete, and accurate to the best of my knowledge. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)							
a. Typed or Printed Name and Title of Authorized Certifying Official Hinely, Debra Director, Internal Business Services				c. Telephone (Area code, number and extension) 530-668-3728			
				d. Email address debra.hinely@ycoe.org			
b. Signature of Authorized Certifying Official Hinely, Debra				e. Date Report Submitted (Month, Day, Year) 06/17/2021			
14. Agency use only:							

Standard Form 425
OMB Approval Number: 0348-0061
Expiration Date: 10/31/2011

Paperwork Burden Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0060), Washington, DC 20503.

6. 2. Instructional Materials Resolution

Description

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

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

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

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

1. U.S. History: McDougal Littell, The Americans/ Teachers' Curriculum Institute, History Alive
2. World History: McDougal Littell, Modern World History/ Glencoe McGraw Hill, World History/Modern Times
3. Economics: AGS, Economics
4. Government: AGS, United States Government/ Prentice Hall, Magruder's American Government

5. English Language Arts: Pearson – Prentice Hall, Timeless Voices, Timeless Themes
6. Science: Pearson, Earth Science, California Edition
7. Biology: Glencoe McGraw Hill, Glencoe Biology
8. Pre-Algebra: McDougal Littell- Houghton Mifflin Co., Pre-Algebra
9. Algebra I: McDougal Littell-Houghton Mifflin Co., Algebra I
10. Geometry: McDougal Littell – Houghton Mifflin Co., Geometry
11. Edge ELD: National Geographic School Publishing/Hampton-Brown

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

Recommendation

For Information this month. This item will have a public hearing and the Board will be asked to adopt this resolution at the September 14, 2021 Regular Board meeting.

Supporting Documents

 Insufficiency or Insufficiency of Instructional Materials Resolution 2021

Contact Person

Dr. Micah Studer, Interim Associate Superintendent, Educational Services.



Resolution #21-22/05: Regarding Sufficiency or Insufficiency of Instructional Materials, 2021-2022

WHEREAS, the governing board of the Yolo County Office of Education, in order to comply with the requirements of *Education Code* Section 60119, held a public hearing on September 14, 2021, at 3:30 PM, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

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

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

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

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

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

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

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

Therefore, it is resolved that for the 2021-2022 school year, the Yolo County Office of Education has provided each enrolled pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Adopted this 14th day of September, 2021.

AYES:

NOES:

ABSTAIN:

ABSENT:

By: _____
Matt Taylor, President
Yolo County Board of Education

Date: September 14, 2021

ATTESTED TO:

Garth Lewis, Superintendent
Yolo County Office of Education

6. 3. First Reading of Board Policies - 6000 Series

Quick Summary / Abstract

BP 6158 Independent Study

AR 6158 Independent Study

Description

Micah Studer, Interim Associate Superintendent is undergoing a review of the 6000 series (Instruction) policies. At this time two (2) policies (one with administrative regulations) are being presented for information

Recommendation

For information. The Board will be asked to consider adopting these policies at the September 10, 2021 Regular Board meeting.

Supporting Documents



BPSP 6158 Independent Study



AR 6158 Independent Study



BP 6158 - Draft



AR 6158 Independent Study - Revised 8-2021

Contact Person

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

INDEPENDENT STUDY

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

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

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

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

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

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

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

Written Agreements

INDEPENDENT STUDY (continued)

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

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

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

Student-Teacher Conferences

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

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

Home-Based Independent Study

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

Program Evaluation

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

INDEPENDENT STUDY (continued)

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

(cf. 0500 - Accountability)

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

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

49011 Student fees

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52522 Adult education alternative instructional delivery

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

INDEPENDENT STUDY (continued)

11700-11703 Independent study

19819 State audit compliance

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

COURT DECISIONS

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

EDUCATION AUDIT APPEALS PANEL DECISIONS

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

WEB SITES

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

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

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

INDEPENDENT STUDY

Educational Opportunities

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

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

(cf. 0420.4 - Charter School Authorization)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6181 - Alternative Schools/Programs of Choice)

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

(cf. 5113 - Absences and Excuses)

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

(cf. 6146.1 - High School Graduation Requirements)

INDEPENDENT STUDY (continued)

Equivalency

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

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

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

Eligibility for Independent Study

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

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

(cf. 5111.1 - District Residency)

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

(cf. 6159 - Individualized Education Program)

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

INDEPENDENT STUDY (continued)

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

(cf. 6183 - Home and Hospital Instruction)

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

(cf. 6200 - Adult Education)

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

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

(cf. 6184 - Continuation Education)

Master Agreement

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

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

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

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

Instruction

AR 6158(d)

INDEPENDENT STUDY (continued)

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

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

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

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

Course-Based Independent Study

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

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

Instruction

AR 6158(e)

INDEPENDENT STUDY (continued)

(cf. 4112.2 - Certification)

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

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

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

(cf. 5125 - Student Records)

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

INDEPENDENT STUDY (continued)

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

(cf. 6162.51 - State Academic Achievement Tests)

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

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

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

(cf. 3260 - Fees and Charges)

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

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

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

INDEPENDENT STUDY (continued)

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

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

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

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

Monitoring Student Progress

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

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

Instruction

AR 6158(h)

INDEPENDENT STUDY (continued)

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

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

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

Responsibilities of Independent Study Administrator

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

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

Assignment and Responsibilities of Independent Study Teachers

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

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

INDEPENDENT STUDY (continued)

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

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

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

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

(cf. 4131 - Staff Development)

Records

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

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

INDEPENDENT STUDY (continued)

independent study

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

(cf. 3580 - District Records)

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

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

Policy Adopted: May 28, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

Formatted: Font: +Body (Calibri)

Policy 6158: Independent Study

Status: ADOPTED

Formatted: Font: +Body (Calibri)

Original Adopted Date: ~~03/01/2005~~ | Last Revised Date: ~~07/20/2021~~ | Last Reviewed Date: ~~07/20/2021~~

Formatted: Indent: Left: 0", Space Before: 0 pt, Line spacing: Exactly 11.7 pt

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

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

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

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

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. ~~-(Education Code 51747, 51749.5; 5 CCR 11700)~~

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

Formatted: Font: +Body (Calibri)

~~Parents/guardians of students who are interested in independent study shall contact the County Superintendent or designee. The County Superintendent or designee shall approve~~

~~independent study for an individual student only upon determining that the student is prepared to meet the County Office's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom setting.~~

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

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

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

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments.

Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the

option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent- educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021–22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

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

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

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

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

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

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A

written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor.
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.
11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.
13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.

15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.

16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

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

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above

3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years

4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program

5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.

7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.

Formatted: Left, No bullets or numbering

Formatted: Right, Indent: Left: 0.43", No bullets or numbering

Formatted: Indent: Left: 0.24"

8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

However, for the 2021–22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

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

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

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or

disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

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

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

Formatted: Left, No bullets or numbering

Formatted: Indent: Left: 0.24"

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

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

Formatted: Font: +Body (Calibri)

~~Student Teacher Conferences~~

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

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

Home-Based Independent Study

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

Program Evaluation

The County Superintendent or designee shall annually report to the County Board the number of County Office students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Formatted: Font: +Body (Calibri)

Formatted: Font: +Body (Calibri)

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

Legal Reference:
EDUCATION CODE
17289 Exemption for facilities
41976.2 Independent study programs; adult education funding

42238 Revenue limits
 42238.05 Local control funding formula; average daily attendance
 44865 Qualifications for home teachers and teachers in special classes and schools
 46200-46208 Instructional day and year
 46300-46307.1 Methods of computing average daily attendance
 47612.5 Independent study in charter schools
 48204 Residency
 48206.3 Home or hospital instruction; students with temporary disabilities
 48220 Classes of children exempted
 48340 Improvement of pupil attendance
 48915 Expulsion; particular circumstances
 48916.1 Educational program requirements for expelled students
 48917 Suspension of expulsion order
 49011 Student fees
 51225.3 Requirements for high school graduation
 51745-51749.6 Independent study programs
 52522 Adult education alternative instructional delivery
 52523 Adult education as supplement to high school curriculum; criteria
 56026 Individuals with exceptional needs
 58500-58512 Alternative schools and programs of choice
 FAMILY CODE
 6550 Authorization affidavits
 CODE OF REGULATIONS, TITLE 5

 11700-11703 Independent study
 19819 State audit compliance
 UNITED STATES CODE, TITLE 20
 6301 Highly qualified teachers
 COURT DECISIONS
 Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365
 EDUCATION AUDIT APPEALS PANEL DECISIONS
 Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

WEB SITES

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

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

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

Policy Adopted:

YOLO COUNTY OFFICE OF EDUCATION

Woodland, CA

Formatted: Font: +Body (Calibri)

Field Code Changed

Formatted: Font: +Body (Calibri)

Formatted: Font: +Body (Calibri)

Formatted: Font: +Body (Calibri)

Instruction AR 6158(a)**INDEPENDENT STUDY****Definitions**

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

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

1. Special assignments extending the content of regular courses of instruction
(cf. 6143 - Courses of Study)
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
(cf. 5112.3 - Student Leave of Absence)
5. Volunteer community service activities and leadership opportunities that support and

strengthen student achievement

6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

(cf. 0420.4 - Charter School Authorization)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6181 - Alternative Schools/Programs of Choice)

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

(cf. 5113 - Absences and Excuses)

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

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

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

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

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

Formatted: Indent: Left: 0"

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, and, provided that experienced certificated staff are available to effectively supervise students in independent study, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

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

(cf. 5111.1 - District Residency)

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

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult

education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

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

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

(cf. 6184 - Continuation Education)

Master Agreement

~~following section. Because apportionments are provided only for independent study of five or more consecutive school days pursuant to Education Code 46300, written agreements are required only in such instances.***~~

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

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

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

- ~~1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress~~
- ~~2. The objectives and methods of study for the student's work and the methods used to evaluate that work~~
- ~~3. The specific resources, including materials and personnel, that will be made available to the student~~
- ~~4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to~~
~~**Instruction** AR 6158(d)~~

INDEPENDENT STUDY

~~continue in independent study~~

- ~~5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year~~
- ~~6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion~~
- ~~7. A statement that independent study is an optional educational alternative in which no student may be required to participate~~

~~8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction~~

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

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

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

~~Course-Based Independent Study~~

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

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

~~(cf. 4112.2—Certification)~~

~~2. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.~~

~~3. Students enrolled in these courses shall meet the applicable age requirements established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.~~

~~4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.~~

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

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

~~(cf. 5125 — Student Records)~~

~~5. — Examinations shall be administered by a proctor.~~

~~6. — Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.~~

~~(cf. 6162.51 — State Academic Achievement Tests)~~

~~**Instruction** _____ AR 6158(f)~~

~~**INDEPENDENT STUDY**~~

~~7. — A student shall not be required to enroll in courses included in this program.~~

~~8. — The student teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.~~

~~9. — For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.~~

~~(cf. 6111 — School Calendar)~~

~~(cf. 6112 — School Day)~~

~~10. — Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.~~

~~11.—A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.~~

~~(cf. 3260—Fees and Charges)~~

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

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

~~1.—A summary of the district's policies and procedures related to this program~~

~~2.—The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above~~

~~3.—The duration of the learning agreement, which shall not exceed a school year or span multiple school years~~

~~4.—The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program~~

~~5.—The specific resources, including materials and personnel, that will be made available to the student~~

~~6.—A statement that the student is not required to enroll in courses in this program~~

~~7.—Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction~~

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

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

Monitoring Student Progress

~~***Note: The following optional section may be revised to reflect district practice.***~~

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

supportive strategies may be used:

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

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

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

Instruction

AR 6158(h)

INDEPENDENT STUDY

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

Responsibilities of Independent Study Administrator

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

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

6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

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

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

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

(cf. 4131 - Staff Development)

Policy Adopted: May 28, 2019
Revised: July 6, 2021

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

6. 4. 2020-2021 - Fourth 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. The 20-21 YCOE Fourth Quarter on Williams Uniform Complaints Education Code 35186 is attached

Recommendation

For Information

Supporting Documents



2020-2021-YCOE_Schools_UPC_Report_Q4

Contact Person

Deborah Bruns, Director, Curriculum & Instruction.

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: August 10, 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
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Garth Lewis

Print Name of District Superintendent



Signature of District Superintendent

8/4/21

Date

6. 5. Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of April, May, and June 2021 

Description

Each year the County Superintendent of Schools must prepare quarterly reports for the County Boards of Education that reflect the results of visits to the Decile 1-3 schools in the county, as a result of the Williams Settlement per California Education Code 120. Please refer to the attached letter. Three Districts in Yolo County are in Decile 1-3 Washington USD, Winters JUSD, and Woodland JUSD. Davis JUSD and Esparto USD are not Decile 1-3 but are included in the Uniform Complaints section of the report.

Recommendation

For Information.

Supporting Documents



2020-2021-YCBE_Q4_Williams_Letter

Contact Person

Deborah Bruns, Director, Curriculum & Instruction

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints
Quarter of April, May, and June 2021***

August 2, 2021

Matt Taylor, President
Melissa Moreno, Vice President
Carol Souza Cole
Tico Zendejas
Jerry Jimenez

Dear Trustees Taylor, Moreno, Souza Cole, Zendejas, and Jimenez:

I am pleased to provide the fourth quarterly report for fiscal year 2020-21 which covers the period of April, May, and June 2021, as required by Education Code section 1240(c)(2)(G) pursuant to the Williams Settlement.

California Education Code Section 1240 requires that I visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. However, changes were made by the passing of SB 820 authorizing the county superintendent of schools, during the portion of the 2020–21 school year in which schools were closed due to the COVID-19 pandemic, to rely on information obtained only through means other than a physical visit to the school site, including surveys, for purposes of that report and waives the requirement to annually visit those low-performing schools from March 2020 to June 2021, during the period of time the school is not offering in-person instruction. In lieu of site visits, YCOE worked with district staff to create an instructional materials review survey that was completed by principals during the first quarter. This included information on distance learning and electronic materials. Facilities reviews took place in-person during the second quarter and were reported previously. The purpose of my visit(s) as specified in California Education Code 1240 was to:

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

The law further requires that the county superintendent:

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

While the Uniform Complaint data are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have a complete understanding of the environment in which Elkhorn Village Elementary, Riverbank K-8 Elementary, Stonegate Elementary, Westfield Village Elementary, Waggoner Elementary, Dingle Elementary, Freeman Elementary, Gibson Elementary, Ramón S. Tafoya Elementary, and Woodland Prairie Elementary Schools are functioning.

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

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

My findings were as follows:

Instructional Materials:

Washington Unified School District:

Elkhorn Village Elementary School

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

Riverbank Elementary School

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

Stonegate Elementary School

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

Westfield Village Elementary School

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

Winters Joint Unified School District:

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

Woodland Joint Unified School District:

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

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

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

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

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

School Facilities:**Washington Unified School District:**

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

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

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

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

Winters Joint Unified School District:

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

Woodland Joint Unified School District:

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

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

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

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

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

School Accountability Report Card:

Washington Unified School District:

Elkhorn Village Elementary School: The 19-20 SARC that is posted on the school, district and CDE websites was reviewed on April 30. The SARC includes the required information regarding facilities, instructional materials and teacher assignments. Information on “actions taken or planned” for the needed facilities repairs was not available at the time the SARC was published but work orders were submitted. It is recommended that this information be included in future SARC.

Riverbank Elementary School: The 19-20 SARC that is posted on the school, district and CDE websites was reviewed on April 30. The SARC includes the required information regarding facilities, instructional materials and teacher assignments. Information on “actions taken or planned” for the needed facilities repairs was not available at the time the SARC was published but work orders were submitted. It is recommended that this information be included in future SARCs.

Stonegate Elementary School: The 19-20 SARC that is posted on the school, district and CDE websites was reviewed on April 30. The SARC includes the required information regarding facilities, instructional materials and teacher assignments. Information on “actions taken or planned” for the needed facilities repairs was not available at the time the SARC was published but work orders were submitted. It is recommended that this information be included in future SARCs.

Westfield Village Elementary School: The 19-20 SARC that is posted on the school, district and CDE websites was reviewed on April 30. The SARC includes the required information regarding facilities, instructional materials and teacher assignments. Information on “actions taken or planned” for the needed facilities repairs was not available at the time the SARC was published but work orders were submitted. It is recommended that this information be included in future SARCs.

Winters Joint Unified School District:

Waggoner Elementary School: The 19-20 SARC that is posted on the school website was reviewed on April 30. It includes most of the required information regarding facilities, instructional materials and teacher assignments. Instructional materials section is missing the year of adoption and History/SS and Science materials are noted as from the most recent state adoption. That is incorrect and should be a “no”. Information on “actions taken or planned” for the needed repairs noted in the report was not available at the time the SARC was published so is

not included. It is recommended that this information be included in future SARC as we know the district has addressed those issues. The site is working on correcting this.

Woodland Joint Unified School District:

Dingle Elementary School: The 19-20 SARC that is posted on the school and district website was reviewed on April 30. It includes the required information regarding facilities, instructional materials and teacher assignments.

Freeman Elementary School: The 19-20 SARC that is posted on the school and district website was reviewed on April 30. It includes the required information regarding facilities, instructional materials and teacher assignments.

Gibson Elementary School: The 19-20 SARC that is posted on the school and district website was reviewed on April 30. It includes the required information regarding facilities, instructional materials and teacher assignments.

Ramón S. Tafoya Elementary School: The 19-20 SARC that is posted on the school and district website was reviewed on April 30. It includes the required information regarding facilities, instructional materials and teacher assignments.

Woodland Prairie Elementary School: The 19-20 SARC that is posted on the school and district website was reviewed on April 30. It includes the required information regarding facilities, instructional materials and teacher assignments.

Teacher Misassignments and Teacher Vacancies:

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

Uniform Complaints:

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

Davis Joint Unified School District – No complaints

Esparto Unified School District – No complaints

Washington Unified School District – No complaints

Winters Joint Unified School District – No complaints

Woodland Joint Unified School District – No complaints

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

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

Sincerely,

A handwritten signature in blue ink, appearing to be 'Garth Lewis', with a long horizontal flourish extending to the right.

Garth Lewis
Yolo County Superintendent of Schools

6. 6. Public Disclosure of Costs Associated with the 2020-21 Collective Bargaining Agreement between the Yolo County Office of Education (YCOE) and American Federation of State, County and Municipal Employees (AFSCME) Union 

Description

The Board meeting is being used as a public forum to disclose the costs associated with the collective bargaining agreement between YCOE and AFSCME, for the 2020-2021 fiscal year (refer to attachment).

Recommendation

For information only.

Supporting Documents



2020-2021 Public Disclosure AFSCME

Contact Person

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

SUMMARY

NOTICE OF COLLECTIVE BARGAINING AGREEMENT

COUNTY OFFICE	Yolo County Office of Education
----------------------	---------------------------------

Bargaining Unit	AFSCME
------------------------	--------

Unit of Settlement	Fiscal Year of Settlement	FISCAL IMPACT	OTHER	ON-GOING OR ONE-TIME
AFSCME	2020-2021	5.0%	Effective 07/01/2021	One-Time
AFSCME	2020-2021	2.0%	Increase commencing July 1, 2021	On-Going
AFSCME	2020-2021		Effective 07/01/2021 \$10 monthly increase towards insurance paid by Yolo COE. For a full-time employee the amount is \$8,220 annually.	On-Going

NEXT MONETARY REOPENER AND DATE	7/1/2021
--	----------



COSTS OF SETTLEMENT	ACCOUNT CODES	CURRENT YEAR	YEAR TWO	YEAR THREE
Certificated Salaries	1000-1999	173,059	49,968	51,217
Classified Salaries	2000-2999	50,418	14,557	14,921
Employee Benefits	3000-3999	68,395	28,898	29,502
Total		291,872	93,423	95,640

State Reserve Standard	
a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 29,720,907
b. State Standard Minimum REU Percentage	3%
c. State Standard Minimum REU amount	\$ 891,627.00

Budgeted Unrestricted Reserve (after impact of proposed agreement)	
a. General Fund budgeted Unrestricted EUR	\$ 891,627
b. General Fund budgeted Unrestricted Unappropriated amount	\$ -
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total County Office budgeted Unrestricted reserves.	\$ 891,627

CERTIFICATION

In accordance with Government Code section 3547.5(b), I hereby certify that the costs incurred by the school district under this agreement can be met by the county office during the agreement's term.

	8/1/21		8/2/21
Superintendent	Date	Chief Business Official	Date

6. 7. Components of Ending Fund Balance 2020-2021 Estimated Actuals and 2021-2022 Budget 

Description

Yolo County Office of Education's components of ending fund balance 2020-2021 estimated actuals and 2021-2022 budget comparison. This item was requested by the Yolo County Board of Education during the 2021-2022 budget adoption June 22, 2021.

Recommendation

For information only.

Supporting Documents



2021-2022 EFB BOARD 08-10-21

Contact Person

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

**YOLO COUNTY OFFICE OF EDUCATION
COMPONENTS OF ENDING FUND BALANCE
2020-2021 Estimated Actuals and 2021-2022 Budget**

**2020-2021
ESTIMATED ACTUALS** **2021-2022
BUDGET**

BEGINNING BALANCE	10,370,449.05	8,441,821.68
ADJUSTMENT TO BEGINNING BALANCE	0.00	0.00
REVENUES	29,315,396.00	29,072,704.00
TOTAL SOURCES	39,685,845.05	37,514,525.68
EXPENDITURES	31,021,916.37	29,420,666.00
OTHER SOURCES/USES	(222,107.00)	(115,386.00)
ENDING BALANCE	8,441,821.68	7,978,473.68
SURPLUS/(DEFICIT)	(1,928,627.37)	(463,348.00)

DESCRIPTION

NON-SPENDABLE:		
Prepaid Expense	155,083.20	
RESTRICTED:		
Alt Ed Scholarships	0.00	0.00
CA Clean Energy Jobs Act	22,199.35	22,199.35
CalWorks for ROCP & Adult Education	13,434.00	13,434.00
Career Technical Education Incentive Grant	0.00	0.00
Classified Employee Professional Development	0.41	0.41
Community First 5	(0.28)	(0.28)
ESSA Title IV 21st Century	0.06	0.06
First 5 RTT	(0.40)	(0.40)
Floodplain Institute	(0.03)	(0.03)
Foster Youth	0.00	0.00
George Hinkle Donation	0.05	0.05
Head Start	(0.22)	(0.22)
Health Ed Framework Project	0.26	0.26
Improv Systems of Academic Support	0.00	0.00
Instructional Material Lottery	0.47	0.47
Low Performing Students Block Grant	65.58	65.58
MEDI-CAL Billing	0.24	0.24
MTSS - At Risk Youth	0.00	0.00
MTSS - Washington USD	0.00	0.00
Regionalized Services/Special Education	0.00	0.00
ROP/CALWORKS Classes	0.28	0.28
SEAL Sabrato Early Academic Language	0.40	0.40
Solar Academy	523,066.63	429,713.63
Special Education	1,135,286.68	1,135,286.68
Special Education Alternative Dispute	(0.16)	(0.16)
Special Education Infant Program	44,914.54	44,914.54
Special Education Mental Health	(0.36)	(0.36)
Special Education Preschool	(0.52)	(0.52)
Strong Workforce Program	0.00	0.00
Tobacco Use Prevention Education	0.00	0.00
Tobacco Use Prevention Education COE Technical Asst.	0.00	0.00
WS SEEP	(0.46)	(0.46)
YCSBA's Excellence in Education	889.96	889.96
Yolo Co. Civic Project	(0.50)	(0.50)
Yolo County Detention MOU	0.46	0.46

YOLO COUNTY OFFICE OF EDUCATION
COMPONENTS OF ENDING FUND BALANCE
2020-2021 Estimated Actuals and 2021-2022 Budget

**2020-2021
ESTIMATED ACTUALS** **2021-2022
BUDGET**

ASSIGNED:		
Alternative Education	291,572.06	291,572.06
Art & Music Block Grant	(0.19)	(0.19)
Biliteracy	0.10	0.10
Budget Development Reserve - MYP	959,322.00	1,596,077.00
CDE LCFF overpayment	0.00	0.00
College & Career	0.43	0.43
Comprehensive LT Plan	25,000.00	25,000.00
Diploma Plus Enterprise	141.85	141.85
Distance Learning	0.10	0.10
Economic Uncertainty	937,500.00	886,500.00
Ed Tech	0.14	0.14
Emp Welfare	721.84	721.84
Energy Efficiency	(41.00)	(41.00)
English Learner Svcs	(0.46)	(46.00)
Facilities and Equipment Reserve	868,027.56	595,656.30
Santa Anita Facility Reserves	0.00	90,865.00
Fiscal/COE Oversight Reserve	195,000.00	195,000.00
Foster Youth/Homeless	0.08	0.08
Friends of Art	0.00	0.00
Gift Giving	(483.30)	(483.30)
GreenGate Trust	(0.11)	(0.11)
Healthy Families Act/ACA	110,000.00	110,000.00
Instructional Materials	(0.13)	(0.13)
Insurance/Risk Management Reserve	330,000.00	330,000.00
LCAP	78,564.90	78,564.90
LCAP Diff. Asst. One-time	465,393.48	465,393.48
LCAP Differentiated Assistance	78,964.55	78,964.55
Leave Accrual	25,000.00	25,000.00
Lottery	105,613.45	105,613.45
LPC Council Funds	0.66	0.66
MAA	43,008.34	43,008.34
Mandate One time	0.50	0.50
Mandated Block Grant (type 1203)	224,248.00	224,248.00
OPEB Liability Reserve	130,000.00	130,000.00
Oral Health Assessment	12,435.00	12,435.00
Pension Contributions Reserve	291,671.00	529,567.00
Postal Service	1,288.00	5,210.00
Preschool Fund Raiser	(0.06)	(0.06)
Professional Development	(0.24)	(0.24)
Restricted Technology	40,638.41	40,638.41
RSDSS	0.03	0.03
School Site Block Grant	0.14	0.14
Sp Ed Support Activities	0.00	0.00
Special Ed Scholarship Fund	(0.03)	(0.03)
SPED Support Activities	0.37	0.37
Staff/Professional Development Reserve	88,583.00	88,583.00
Superintendents Priorities	126,038.00	126,038.00
Technology (resource)	182,741.00	182,741.00
Temporary State Revenues Reserve / LCFF Deferrals	860,933.00	0.00
Testing (CELDT, STAR, CAHSEE)	(0.71)	(0.71)
Vehicle Fleet Reserve	75,000.00	75,000.00
Venture Club	(0.17)	(0.17)
Williams Settlement Case	0.45	0.45
TOTAL	8,441,821.68	7,978,473.68

6. 8. Monthly Board Financial Report

Description

Per request of the County Board of Education, attached is the current financial report for July 2021.

Recommendation

For information only.

Supporting Documents



August Board Meeting (July)

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 :	11,196,023.00		11,196,023.00	155,379.00	11,040,644.00	1.38
	FEDERAL REVENUES :	6,649,256.00		6,649,256.00	.00	6,649,256.00	0.00
	OTHER STATE REVENUES :	3,638,185.00		3,638,185.00	114,658.82	3,523,526.18	3.15
	OTHER LOCAL REVENUES :	7,589,240.00		7,589,240.00	25,623.98	7,563,616.02	0.33
* TOTAL YEAR TO DATE REVENUES	* *	29,072,704.00 *	.00 *	29,072,704.00 *	295,661.80 *	28,777,042.20 *	1.01

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	6,682,079.00		6,682,079.00	182,379.00	6,499,700.00	2.72
	CLASSIFIED SALARIES :	7,984,580.00		7,984,580.00	370,017.36	7,614,562.64	4.63
	EMPLOYEE BENEFITS :	6,719,744.00		6,719,744.00	222,599.85	6,497,144.15	3.31
	BOOKS AND SUPPLIES :	920,842.00		920,842.00	2,204.19	918,637.81	0.23
	SERVICES, OTHER OPER. EXPENSE:	7,320,092.00		7,320,092.00	224,174.93	7,095,917.07	3.06
	CAPITAL OUTLAY :	153,016.00		153,016.00	.00	153,016.00	0.00
	DIRECT SUPPORT/INDIRECT COSTS:	359,687.00-		359,687.00-	.00	359,687.00-	0.00
* TOTAL YEAR TO DATE EXPENDITURES	* *	29,420,666.00 *	.00 *	29,420,666.00 *	1,001,375.33 *	28,419,290.67 *	3.40

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY		438,822.14-	438,822.14-

6. 9. YCOE Organizational Charts














Description


Current YCOE Organizational Charts.

Recommendation


For Information.

Supporting Documents

-  2021-22 Voters_Board_Supt
-  2021-22 County Superintendent
-  2021-22 Human Resources
-  2021-22 Educational Services
-  2021-22 Equity Support Services
-  2021-22 ECE
-  2021-22 HS EHS
-  2021-22 Special Education
-  2021-22 Student Services
-  2021-22 Teaching Learning
-  2021-22 Administrative Services (002)
-  2021-22 External Business Services
-  2021-22 Information Technology Services

 2021-22 Internal Business Services

 2021-22 Support Operations Services

 2021-22 SELPA

Contact Person

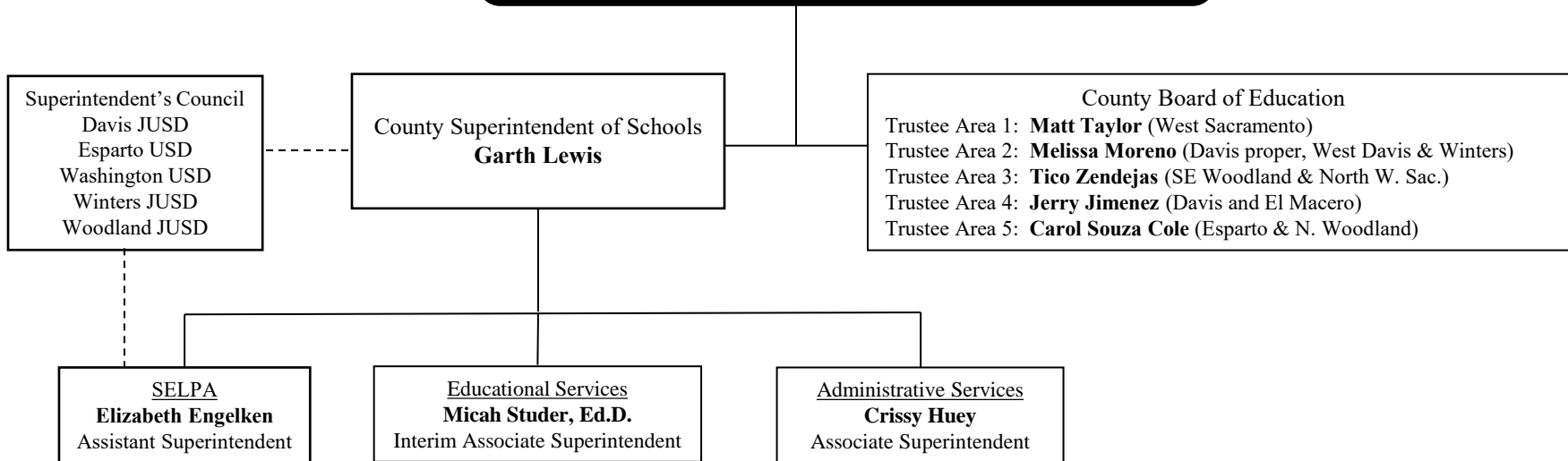
Superintendent Garth Lewis will present this item.

Yolo County

OFFICE OF EDUCATION

2021-22

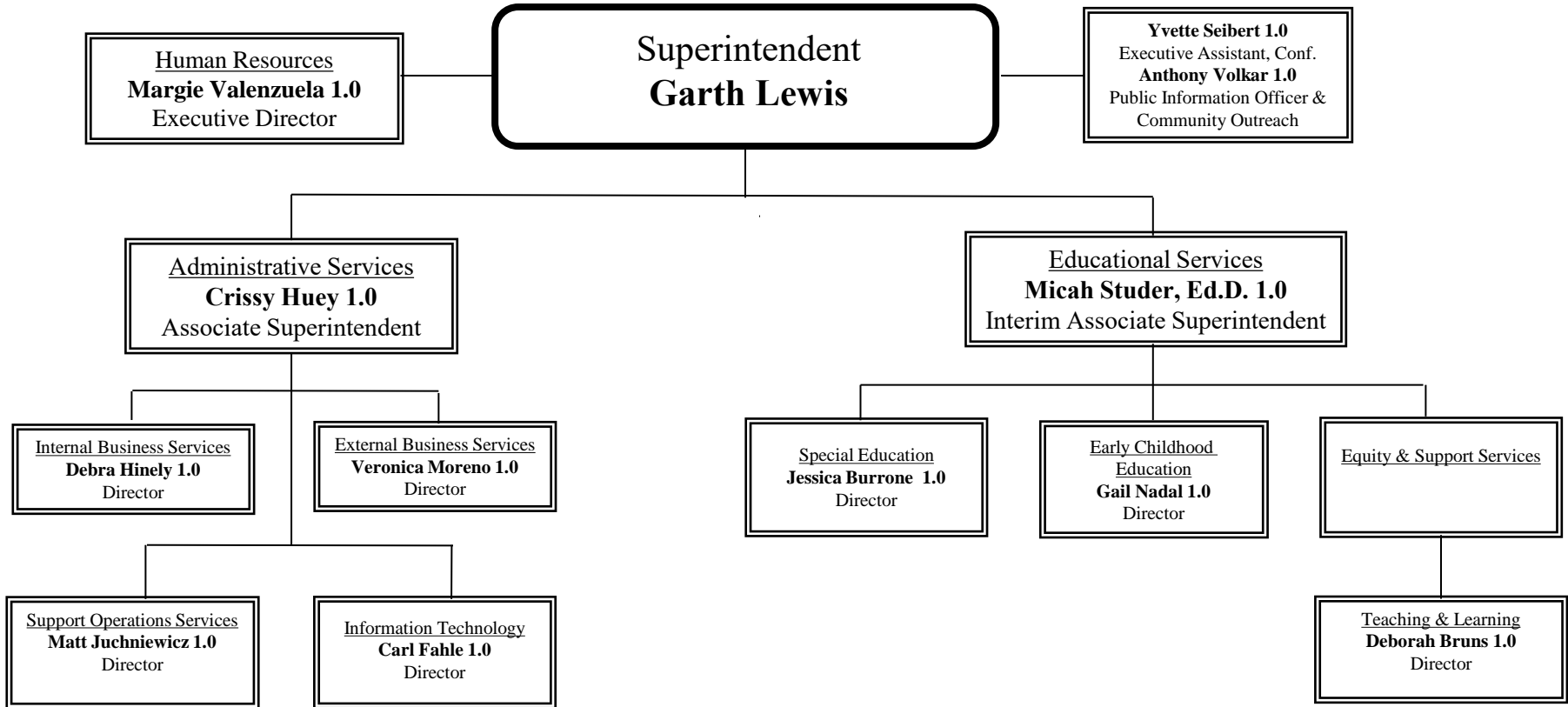
Yolo County Voters and Residents



Yolo County
OFFICE OF
EDUCATION

2021-22

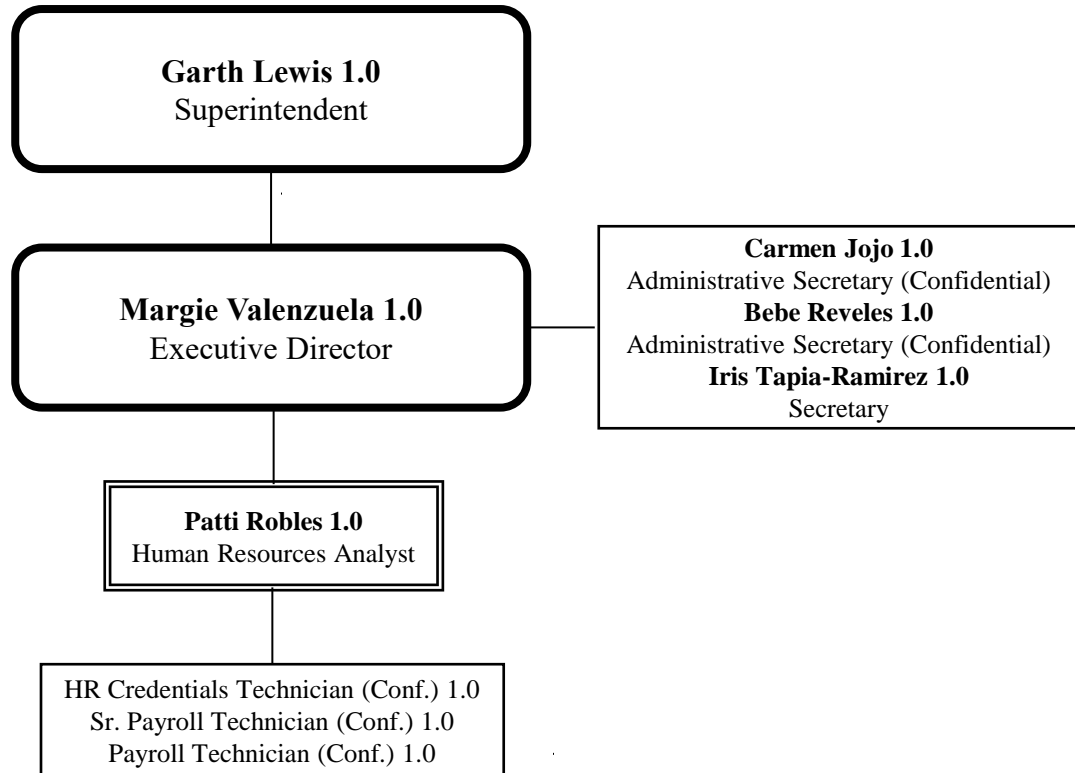
County Superintendent



Yolo County
OFFICE OF
EDUCATION

2021-22

Human Resources



Yolo County

OFFICE OF EDUCATION

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

2021-22

Educational Services Division

Micah Studer, Ed.D. 1.0
Interim Associate Superintendent

Anissa Del Castillo 1.0
Administrative Assistant

VACANT 1.0
Administrative Assistant
Sonia Pizano .50
Program Data Analyst

Equity & Support Services

Special Education
Jessica Burrone 1.0
Director
Lisa Young 1.0
Principal
Jessica Bohatch-Easton 1.0
Principal
VACANT 1.0
Behavior Analyst
VACANT 1.0
Program Specialist II-Early Childhood

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

Student Services
Gayelynn Gerhart 1.0
Principal
Mariah Ernst-Collins 1.0
Program Coordinator II-Foster Youth,
Homeless and Mental Health

Teaching & Learning
Deborah Bruns 1.0
Director
Keenya Powell 1.0
Program Specialist I-
College & Career Readiness
Karen Swan 1.0
Program Specialist I-
College & Career Readiness
Heather Schlaman 1.0
Program Specialist II- English Learner
Services and Assessment
Eric Banelos 1.0
Adult Education Workforce Specialist
An Ta 1.0
College & Career Readiness Specialist

Administrative Secretary 2.0
Secretary .75
Certificated 38.8
Classified 64.0625

Administrative Secretary 2.0
Certificated 5.9
Classified 5.725

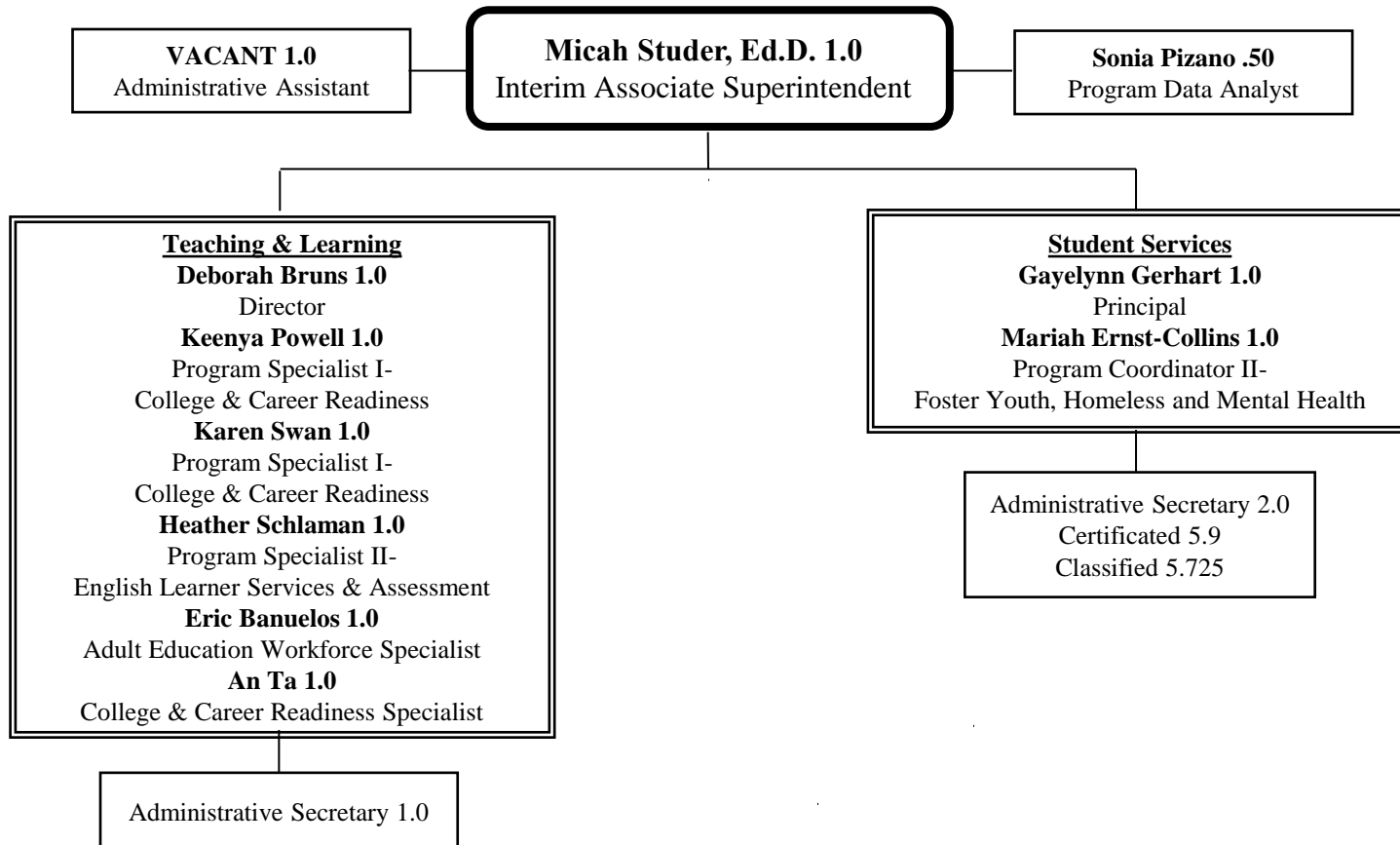
Administrative Secretary 1.0
Certificated .20

Administrative Secretary 1.0
Secretary 1.0
Certificated 65.3126
Classified 13.5

Yolo County
OFFICE OF
EDUCATION

2021-22

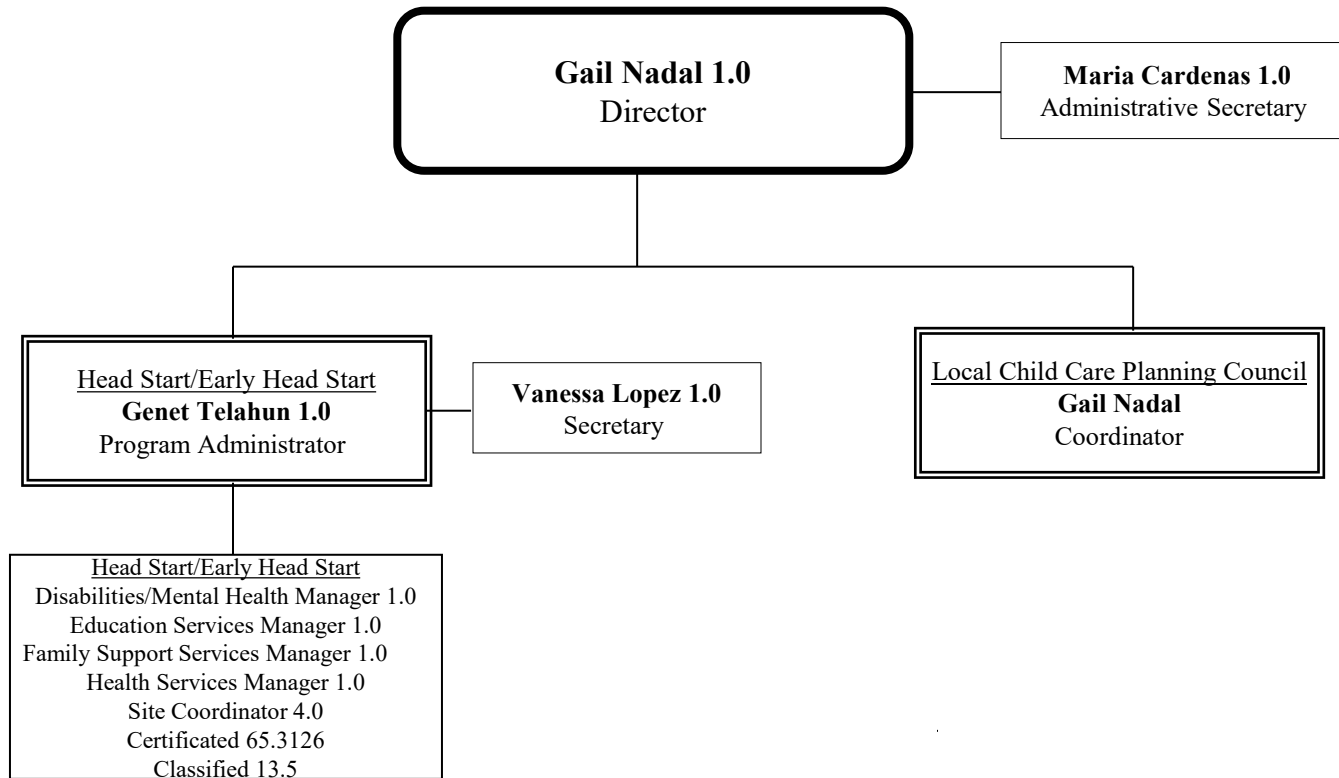
Equity & Support Services



Yolo County
OFFICE OF
EDUCATION

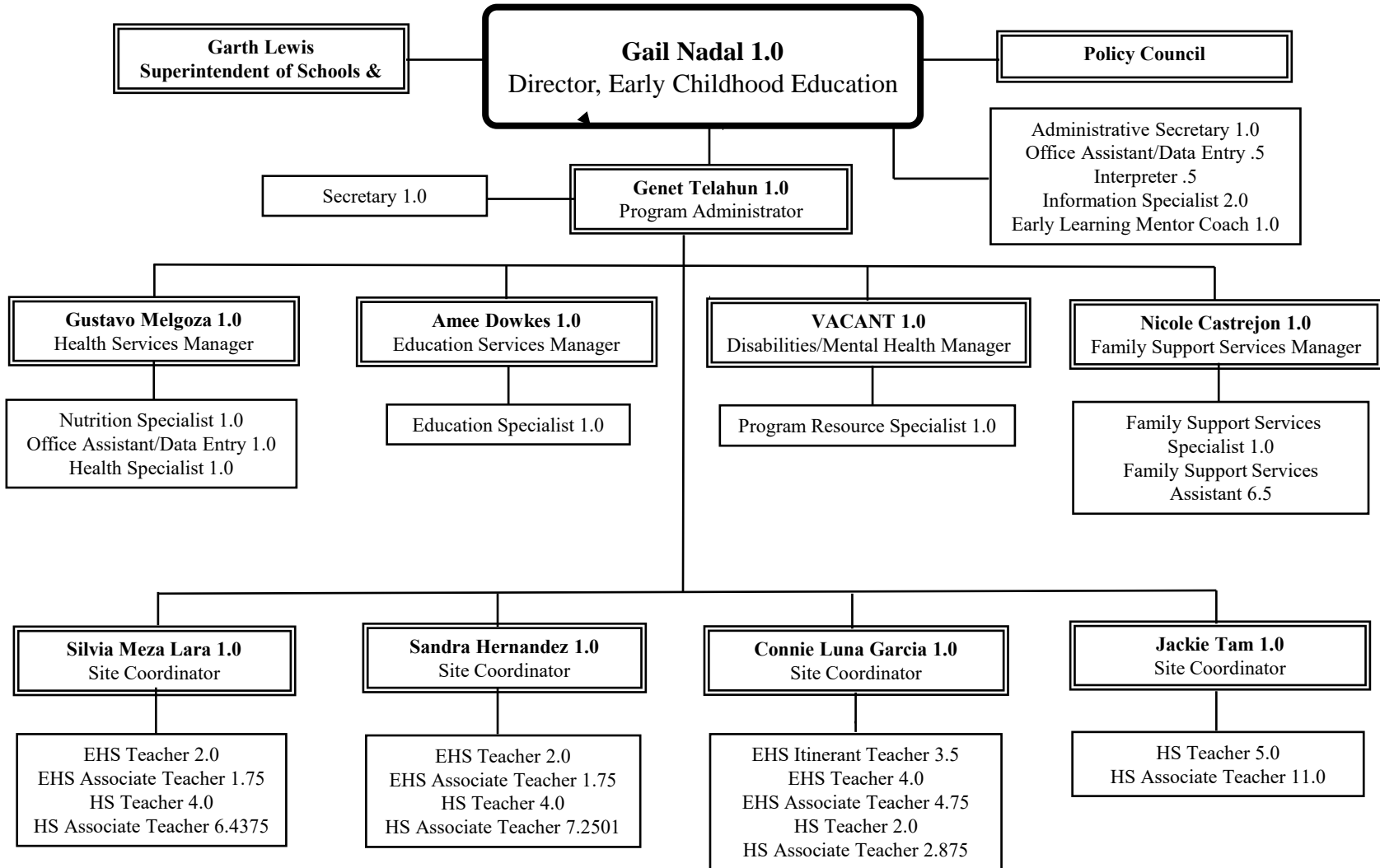
2021-22

Early Childhood Education



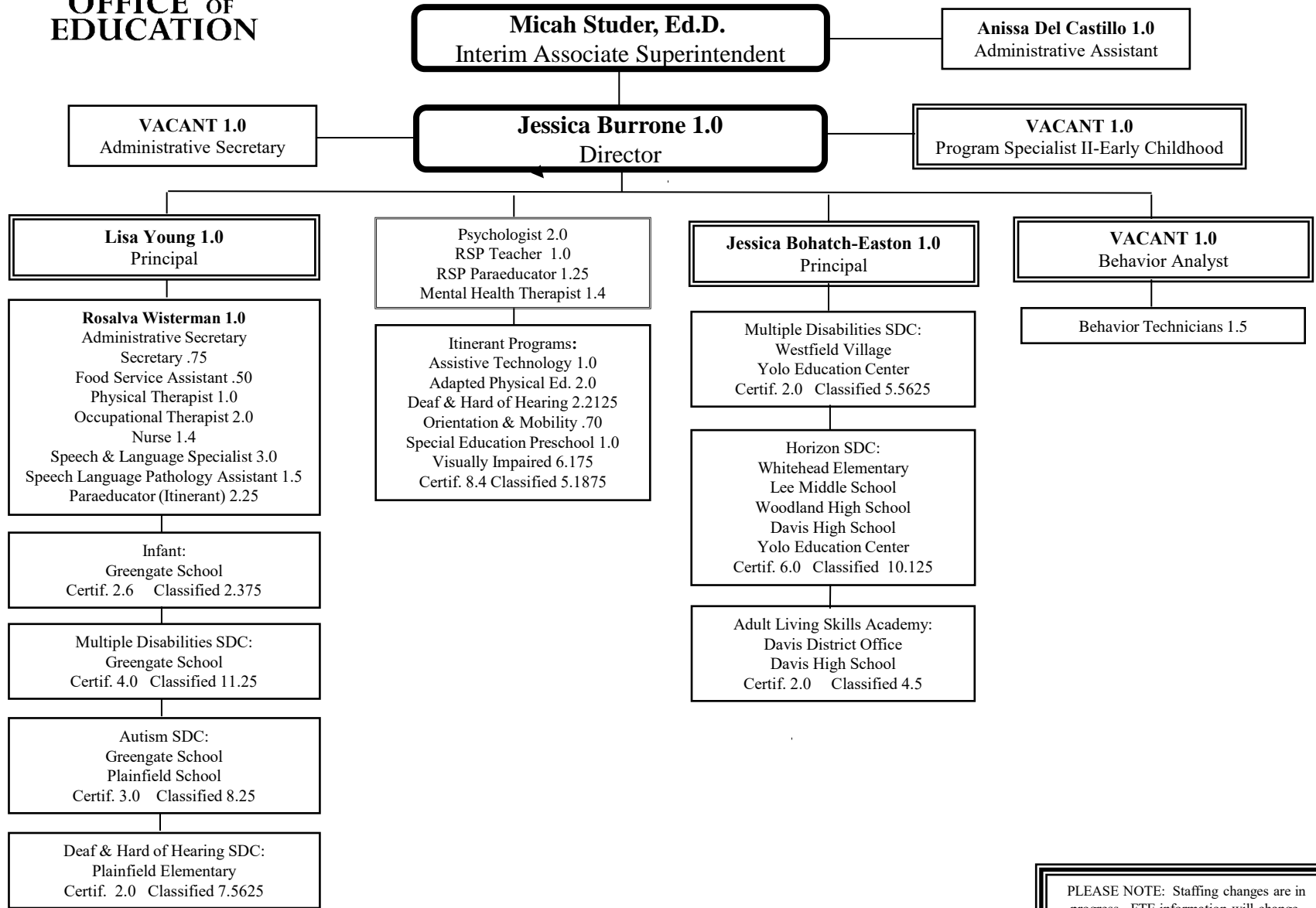


2021-22 Head Start/Early Head Start





2021-22 Special Education



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

Yolo County
OFFICE OF
EDUCATION

2021-22

Student Services

Micah Studer, Ed.D. 1.0
Interim Associate Superintendent

Selyna Leach 1.0
Administrative Secretary

Gayelynn Gerhart 1.0
Principal

Mariah Ernst-Collins 1.0
Program Coordinator II-
Foster Youth, Homeless and Mental Health

CCCS

Monica Aceves Robles 1.0

Teacher

Reggie Washington .5625

Paraeducator

Jared Willis 1.0

Teacher

Vicente Escobedo .75

Paraeducator

Tommy Hobbs 1.0

Teacher

Kristen Storz .50

Paraeducator

Bruce Lewis 1.0

Teacher (CTE/Intervention)

VACANT .625

Paraeducator

Tomas Montoya .70

Teacher (CTE/Career Pathways)

Kristen Storz .25/Reggie Washington .1875

Paraeducator

Dan Jacobs
Jatinder Sandhu 1.0
Teacher

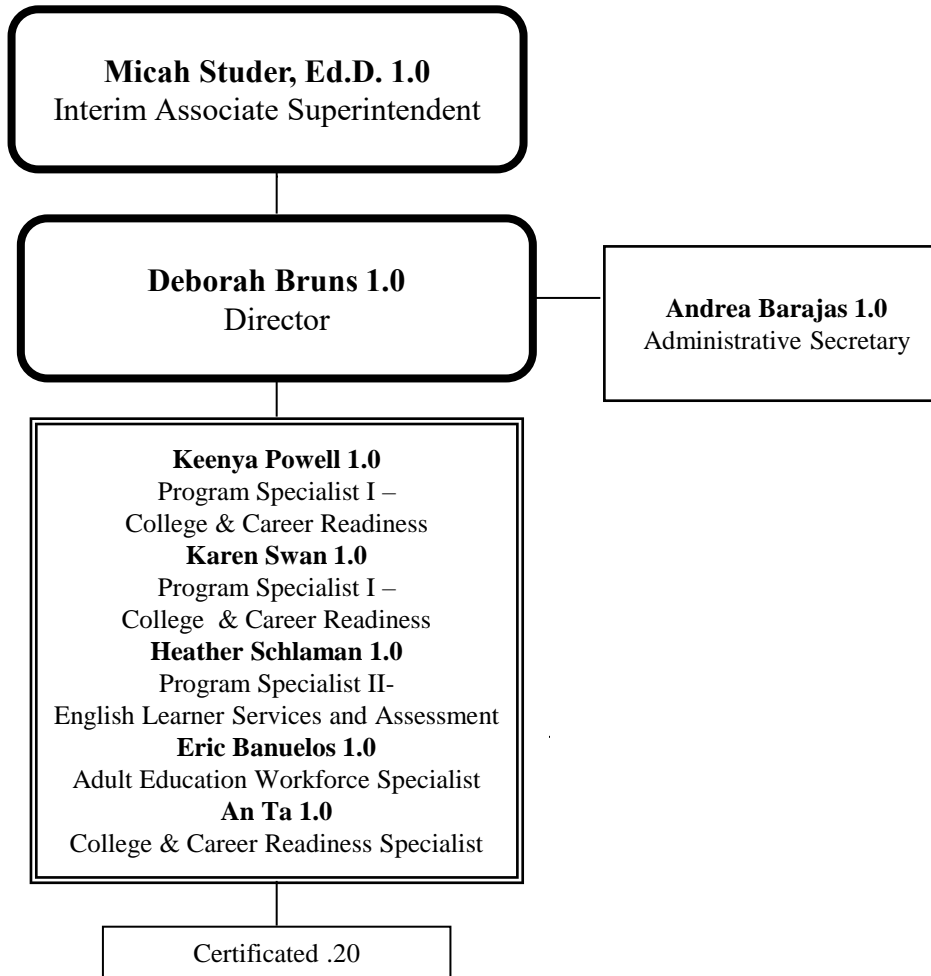
Danielle Spark .20
Mental Health Therapist
Trino Savala .75
Youth Advocate
VACANT .50
Youth Advocate

VACANT 1.0
Administrative Secretary
Bianca Solorio 1.0
Foster Youth & Homeless
Services Outreach Specialist
VACANT .60
Foster Youth & Homeless
Services Outreach Specialist

Yolo County
OFFICE OF
EDUCATION

2021-22

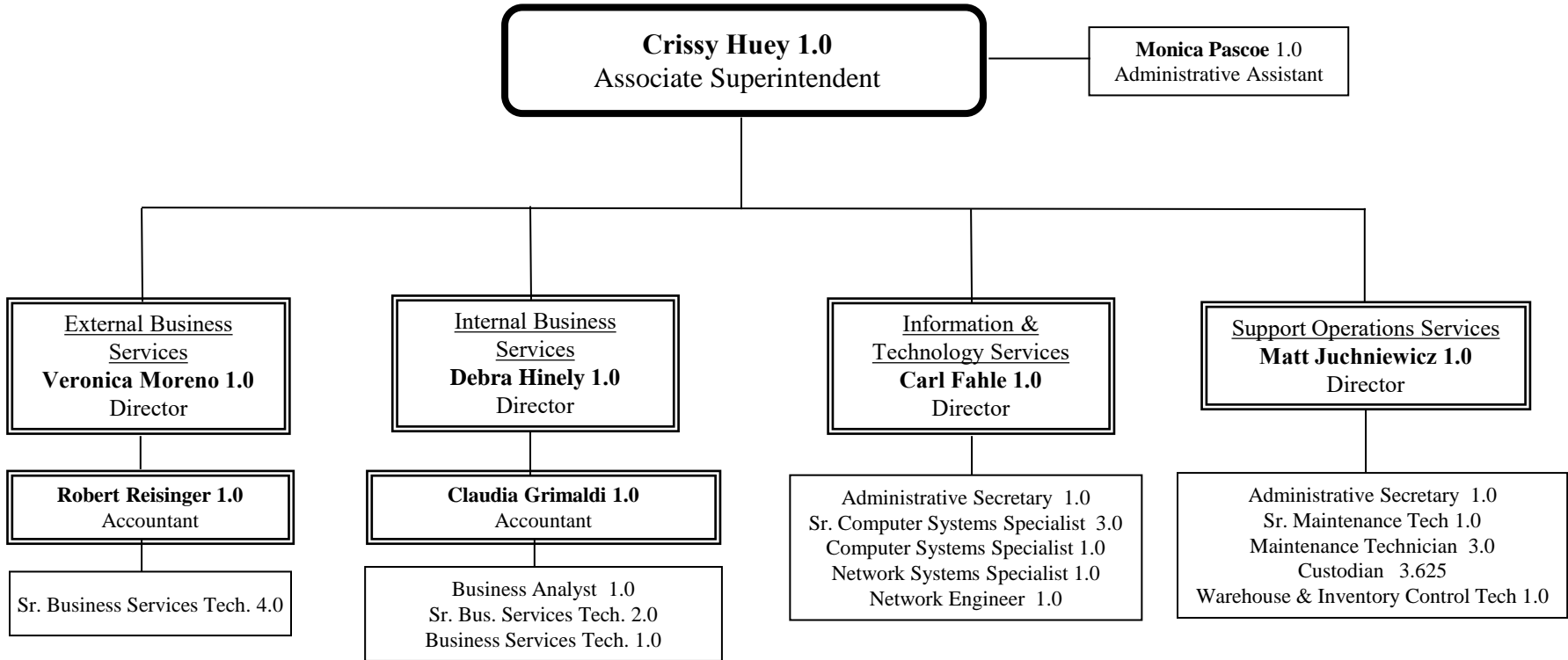
Teaching & Learning



Yolo County
OFFICE OF
EDUCATION

2021-22

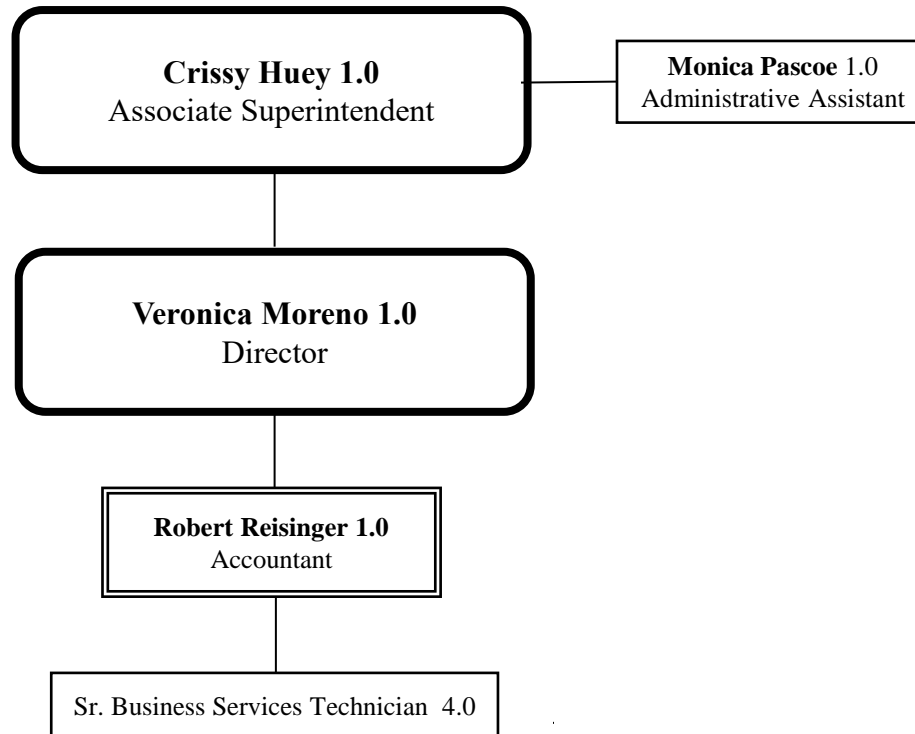
Administrative Services Division



Yolo County
OFFICE OF
EDUCATION

2021-22

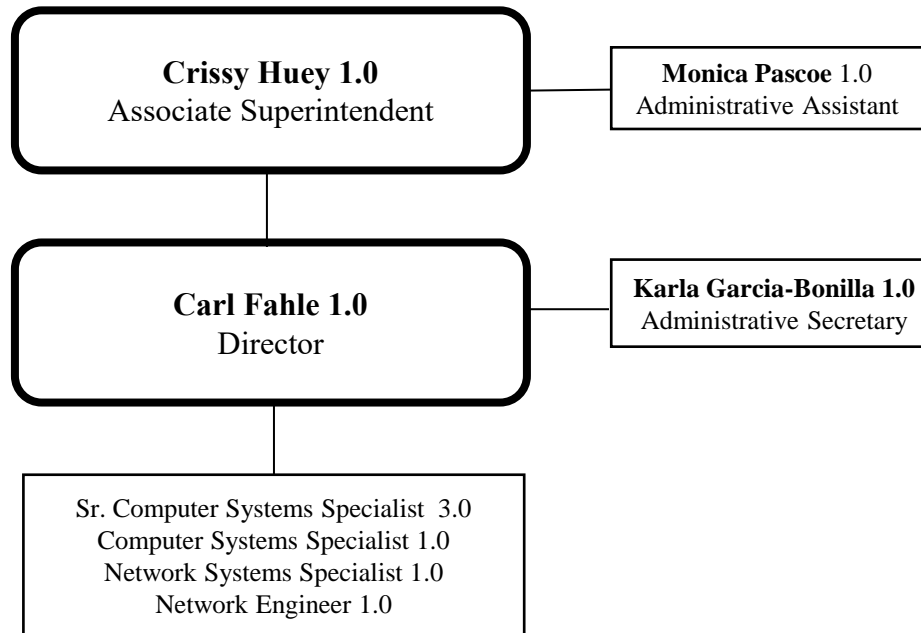
External Business Services



Yolo County
OFFICE OF
EDUCATION

2021-22

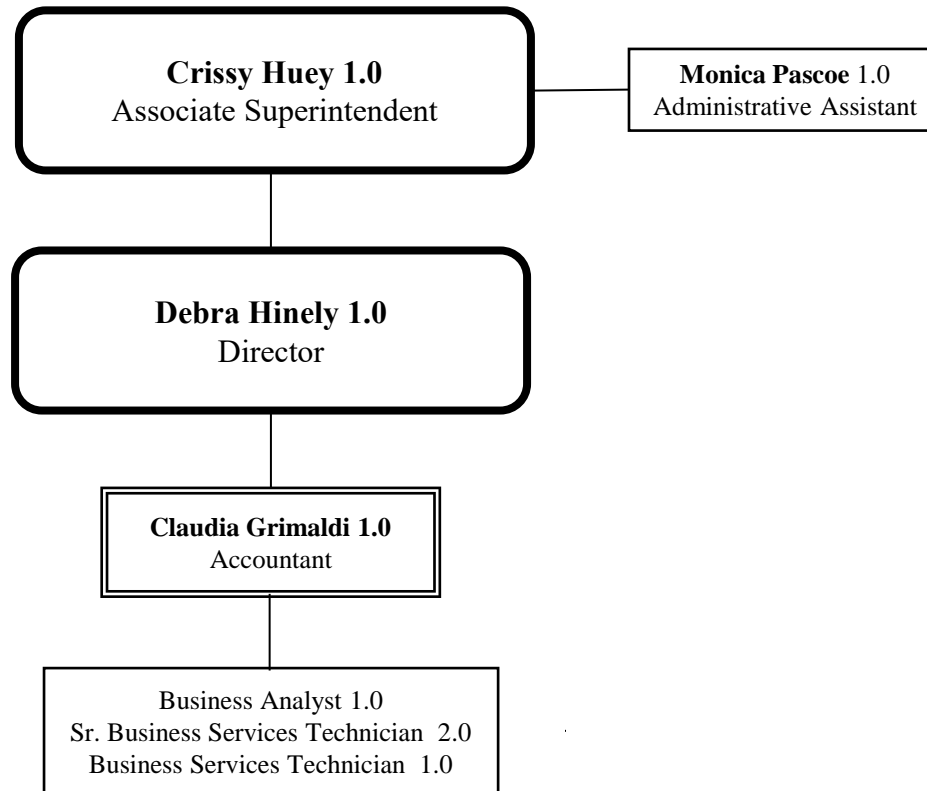
Information Technology Services



Yolo County
OFFICE OF
EDUCATION

2021-22

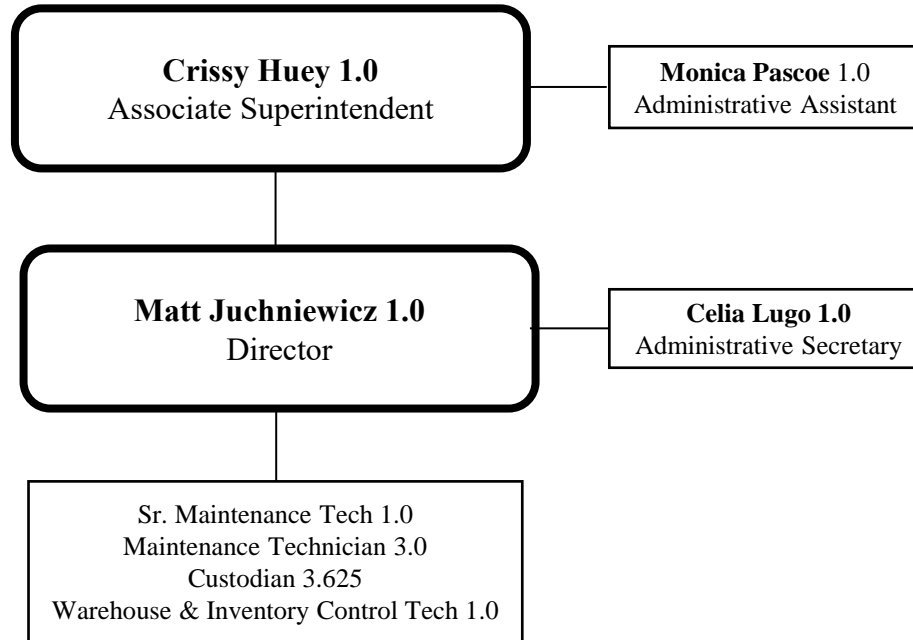
Internal Business Services



Yolo County
OFFICE OF
EDUCATION

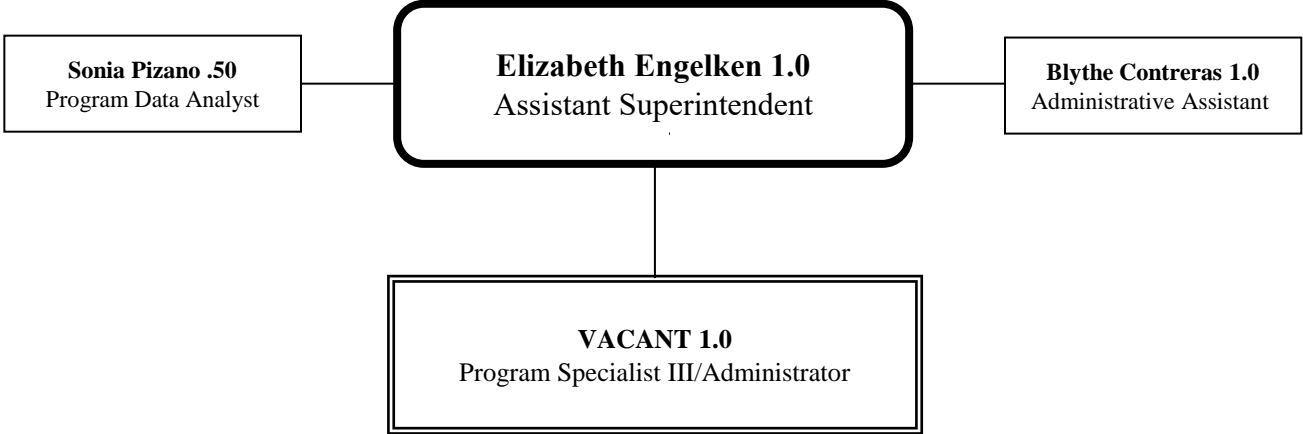
2021-22

Support Operations Services



Yolo County
OFFICE OF
EDUCATION

2021-22
SELPA



7. Suggested Future Agenda Item(s)

Description

- *Trustee Moreno -Report on why students decided not to return to campus (survey data).*
-
- Board Retreat items:
- Board Study Session/presentation on accountability and curriculum (hearing from students second language learners and parents on issue).
- Statement on YCOE's collective view that will set tone and template for future trustees on the budget.
- Create a sheet listing COE property leased and/or owned (amounts owed - annual payment) for future use
- Document to share with Board to close out YCCA and the required steps in this process with lessons learned as a future board meeting item. Also a short financial report on this item.

8. ADJOURNMENT
