

YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville CA 95901

Agenda

December 13, 2017



Marlene Rastetter

George Smith, Vice President

Mary Hovey

Desiree Hastey

Eva Teagarden, President

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Francisco Reveles, Ed.D.
Superintendent

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Wednesday, December 13, 2017 ~ 4:30 p.m.
Yuba County Office of Education
935 14th Street ~ Oak Room
Marysville, CA 95901

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE
2. APPROVAL OF AGENDA **ACTION ITEM**
3. ANNUAL ORGANIZATIONAL MEETING OF THE YUBA COUNTY BOARD OF EDUCATION **ACTION ITEM**

3.1 CONFIRM TIME, DATE AND PLACE OF REGULAR MEETINGS – Page 4

Note: Currently, Regular Board Meetings are held on the second Wednesday of each month at 4:30 p.m.

3.2 ELECTION OF PRESIDENT AND VICE PRESIDENT FOR THE TERM FROM DECEMBER 2017 TO NOVEMBER 2018
Superintendent Dr. Reveles

- Nominations for President

Nominated: _____ by _____

Vote: _____ Ayes _____ Nays

Elected: _____

- Nominations for Vice-President

Nominated: _____ by _____

Vote: _____ Ayes _____ Nays

Elected: _____

Education Code requires that the Board take action at this meeting to set the date, time and place of their regular meetings and to elect one of their members to serve as President and one to serve as Vice President. This is also an appropriate time for the Board to make appointments to various committees.

3.3 BOARD COMMITTEES: DESCRIPTIONS – Pages 5-6 **ACTION ITEM**
AND RESPONSIBILITIES
Superintendent Dr. Reveles

Appoint Committee Representative to SELPA Community Advisory Committee
Appoint Committee Representative to Superintendent's Salary Committee
Appoint Committee Representative to Yuba County Child Care Planning Council
Appoint Committee Representative to Special Education Local Plan Area Superintendent's/Operations Council

Appoint Committee Representative to the Yuba County Children's Wellness and Child Abuse Prevention Council

Appoint Committee Representative to the Budget Committee

4. CONSENT AGENDA

ACTION ITEM

- 4.1 Approval of Minutes of November 8, 2017 – Pages 7-10
- 4.2 Acceptance of Temporary County Certificates – Page 11
- 4.3 Revised 2017-2018 Carden School Calendar – Pages 12-13

The above items are self-explanatory. All items on the Consent Agenda are considered a routine item or one that has been previously discussed. Any Board Member may request that an item be pulled for further discussion.

5. PUBLIC COMMENTS ON NON-AGENDA ITEMS

This item is being placed on the agenda to allow any member of the public to speak on non-agenda items or to share information with the Board. Persons wishing to address the Board are requested to fill out a "Request to Speak" card before the start of the meeting and give it to the secretary, Board President, or superintendent. Individual speakers will be allowed five minutes to address the Board ~ fifteen minutes total time for public input on each item.

The California Government Code, Section 54954.2(a)(2) states, "No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3."

6. REPORT

- 6.1 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE DIRECTORS/SUPERINTENDENT/BOARD MEMBERS TO SHARE VARIOUS ITEMS OF INTEREST

INFORMATION ITEM

7. EDUCATIONAL SERVICES

- 7.1 YUBA COUNTY OFFICE OF EDUCATION CHARTER OVERSIGHT MANUAL – FIRST READ
Bobbi Abold

INFORMATION ITEM

- 7.2 LOCAL CONTROL ACCOUNTABILITY PLAN – Pages 14-31
LOCAL INDICATORS FALL DASHBOARD UPDATE
Bobbi Abold

INFORMATION ITEM

California has a new accountability system reported through the California School Dashboard. This new accountability system is an online tool that reports on multiple measures, including local and state indicators. As required by Local Control Accountability Plan statutes, status of the local indicators for priorities 1, 2, 3, 7, 8, 9 and 10 must be reported as an information item at a regularly scheduled board meeting.

- 7.3 PLUMAS LAKE CHILD DEVELOPMENT – Pages 32-39
CENTER REPORT
Bobbi Abold

INFORMATION ITEM

8. FISCAL SERVICES

- 8.1 APPROVAL OF FIRST INTERIM REPORT FOR 2017-2018 ACTION ITEM
Violette Begley

The Interim Report will be distributed at the Board Meeting. This report is submitted each year in order to revise the budget where necessary and to give the Board and public an estimate of what our ending balances will be and the current financial status.

Recommend the Board approve the Interim Report and budget revisions contained therein for 2017-2018.

- 8.2 AMEND SYSTEM FUND DESIGNATION FOR NEW CAPITAL OUTLAY FACILITIES FUND ACTION ITEM
Violette Begley

At the October 11, 2017 Board meeting, a new fund was requested and designated that it would operate out of Fund 40 in our accounting system. Upon further discussion of the projects, and with anticipation of reimbursement from the state facilities bond; the fund will be changed to Fund 35-County School Facilities Fund.

Recommend the Board approve and acknowledge the change in the Fund to be used for the current facilities projects anticipating, but not guaranteed state reimbursement.

- 8.3 REQUEST FOR ALLOWANCE OF ATTENDANCE – Pages 40-45 ACTION ITEM
BECAUSE OF EMERGENCY CONDITIONS (FORM J-13A)
Violette Begley

Our Special Education programs are requesting an ADA material decrease allowance for October 9, 2017 from CDE because of loss of ADA the 1st day of the Cascade fire.

Recommend the board approve the request for material decrease and sign the affidavit of the governing board members to complete the request to CDE.

9. OTHER ITEMS TO COME TO THE ATTENTION OF THE BOARD INFORMATION ITEM

- 9.1 RESOLUTION NO. 17-09 – Page 46 ACTION ITEM

Request from Marlene Rastetter to Excuse Absence from Board Meeting on October 11, 2017 due to illness.

- 9.2 RESOLUTION NO. 17-10 – Page 47 ACTION ITEM

Request from George Smith to Excuse Absence from Board Meeting on October 11, 2017 due to illness.

10. ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board Meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 749-4854. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board meeting.

All Open Session Agenda related documents are available to the public for viewing at the Yuba County Office of Education located at 935 14th Street, Marysville, CA 95901.

2018 Board Meeting Schedule

Board Meetings held 2nd Wednesday of each
month Beginning at 4:30 p.m.

December 13, 2017

January 10

February 14

March 14

April 11

May 9

June 13

June 20*

July 11

August 8

September 12

October 10

November 14

December 12

**Two Board Meetings in June*

YCOE Committee Meetings

- Superintendent’s Salary Committee
 - The Superintendent Salary Committee meets annually in the Spring to review the Superintendent’s salary and makes recommendations to the full Board.
- YCOE Special Education Local Plan Area Superintendent’s/Operations Council
 - Meeting of district and county Superintendents and Special Education Directors to review pertinent items with regards to special education
 - See attached meeting schedule – YCOE Oak Room
 - Open Brown Act Meeting
 - Attend as public visitor
- YCOE SELPA Community Advisory Committee
 - Meeting of parents, district and county special education staff and community entities.
 - See attached meeting schedule – YCOE Oak Room
 - Open Brown Act Meeting
 - Attend as public visitor
- Child Care Planning Council
 - Local bi-county committee – Yuba/Sutter Counties
 - Mission to serve as the focal point for the planning and development of accessible, affordable, quality child care and development programs for children.
 - Meetings: 4th Tuesday of the month, 1-2:30 pm, Center for Education conference room
 - Open Brown Act Meeting
 - Attend as public visitor
- Yuba County Children’s Wellness and Child Abuse Prevention Council
 - Previously the Yuba County Children’s Council
 - Dr. Reveles is the Education and Early Care representative for this committee
 - Mission – “Improving the well-being of children in Yuba County”
 - Meetings: 1st Wednesday of the month, 8:00-9:30, Yuba County Office of Education Oak Room
 - Open Brown Act Meeting
 - Attend as public visitor
- Budget Committee
 - The Budget Committee’s purpose is to discuss, share information and ask questions as it relates to the county office’s budget. The goal is to increase understanding about the budget such as types of funding received, expenditures made within the budget and reporting format and cycles. The information shared is to help participants gain knowledge about the budget and the budget process.
 - The Budget Committee meets on an as needed basis



Special Education Local Plan Area

935 14th Street
Marysville, CA 95901

Phone: 530-749-4873
Fax: 530-741-6500

2017-2018 Yuba County SELPA Meeting Calendar

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Superintendent's/ Operation's Council <i>2:00 p.m. @ Oak Room</i>	-	21 st	18 th	16 th	13 th	-	22 nd	26 th	26 th	23 rd	21 st	18 th
Medi-Cal Committee <i>1:00 p.m. @ Oak Room</i>		*25 th	-	-	-	-	22 nd	-	-	-	21 st	-
SELPA Finance Committee <i>1:00 p.m. @ Oak Room</i>	-	-	-	-	-	-	-	-	6 th	10 th	-	-
Community Advisory Committee <i>3:30 p.m. @ Oak Room</i>	-	22 nd	-	17 th	-	5 th	-	27 th	-	24 th	**22 nd	-

*(Friday following YCAT) Aug. 25th is the annual mandatory MBT Training for LEA Medi-Cal coordinators @ 10:30 a.m.

** May 22nd is the end of year celebration @ 11:30 a.m.

All Low Incidence requests will be discussed and acted upon during each Superintendent's/Operation's Council.

**YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING**

Wednesday, November 8, 2017 – 4:30 p.m.
935 14th Street – Oak Room
Marysville, CA 95901

<p>1. CALL TO ORDER, ATTENDANCE, PLEDGE OF ALLEGIANCE</p>	<p>A regular meeting of the Yuba County Board of Education was called to order at 4:30 p.m. at the Yuba County Office of Education, 935 14th Street, Marysville, by President Eva Teagarden.</p>
	<p>Present were Desiree Hastey, Mary Hovey, Marlene Rastetter, George Smith, and Eva Teagarden.</p>
<p>2. APPROVAL OF AGENDA</p>	<p>Motion made by Marlene Rastetter seconded by Desiree Hastey to approve the agenda. Motion carried with five affirmative votes: Hastey, Hovey, Rastetter, Smith, and Teagarden.</p>
<p>3. CONSENT AGENDA <u>ACTION ITEM</u></p>	<p>3.1 Approval of Minutes of October 11, 2017 3.2 Acceptance of Temporary County Certificates Motion made by Marlene Rastetter seconded by Mary Hovey. Motion carried with five affirmative votes: Hastey, Hovey, Rastetter, Smith, and Teagarden.</p>
<p>4. PUBLIC COMMENTS ON NON-AGENDA ITEMS</p>	<p>There were no public comments.</p>
<p>5. REPORTS <u>INFORMATION</u> <u>ITEM</u></p>	<p>5.1 Dr. Reveles shared the following report:</p> <ul style="list-style-type: none"> • Presented at Rotary with Carden Student • Attended the Yuba Sutter Arts-Dia de Los Muerto event • Attended the Bargaining to Useable Agreement Workshop • Met with Assembly Member Gallagher • Attended the Women Recognition Breakfast-Garamedi (Susan Scott) • Held the YCOE Harvest Celebration • Participated in the Wheatland High School Homecoming Parade • Attended the Quarterly CSR-CCSESA Meeting • Attended the Yuba Sutter Playzeum Ribbon Cutting • Attended the Significantly Disproportionality Meeting at Wheatland High School • Attended the MJUSD Gang Awareness Seminar • Met with Gary Bradford, Yuba County Board of Supervisor, District Four • Attended the Chamber of Commerce Breakfast, State

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	<p>of Beale AFB</p> <ul style="list-style-type: none"> • Motivational Speaker at EDD/WIOA All Staff Meeting • Held the District Superintendents’ Meeting • Met with Doug Lofton, Yuba County Board of Supervisor, District Three • Met with Rikki Shaffer, Yuba Sutter Chamber of Commerce • Attended the Marysville Economic Summit • Met with Josh Daniels, Outreach & Communications Director from California Collaborative for Educational Excellence • Met with Dr. Blackthorne <p>Superintendent Reveles shared the District Superintendents are happy the Educator of the Year Award will be held this year. Superintendent Reveles shared that the Plumas Lake Child Development Center report will presented at the next Board meeting.</p>
<p><u>ACTION ITEM</u></p>	<p>5.2 ADOPTION OF RESOLUTION NO. 2017-08 TO RECOGNIZE ASSEMBLY MEMBER JAMES GALLAGHER FOR HIS DEDICATION AND SERVICES ON BEHALF OF YUBA COUNTY</p> <p>Motion made by George Smith and seconded by Mary Hovey to adopt Resolution No. 2017-08. Roll Call vote: Desiree Hastey, aye; Mary Hovey, aye; Marlene Rastetter, aye; George Smith, aye; and Eva Teagarden, aye. Motion unanimously carried.</p>
<p><u>INFORMATION ITEM</u></p>	<p>5.3 SET DATE, TIME AND PLACE FOR ANNUAL ORGANIZATION MEETING</p> <p>President Teagarden confirmed the Annual Organization Meeting is on December 13, 2017, at 4:30 p.m. at the Yuba County Office of Education, Oak Room, 935 14th Street, Marysville, California.</p>
<p><u>ACTION ITEM</u></p>	<p>5.4 PUBLIC HEARING ON SUPERINTENDENT OPENERS TO EMPLOYEE ORGANIZATION FOR 2018-2019 NEGOTIATIONS (CSEA)</p> <p>The Public Hearing was declared open at 5:05 p.m. by President Teagarden. This is a routine process required by law to allow the public an opportunity to comment on the</p>

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	<p>Opens. There being no comments from the public, a motion was made by George Smith and seconded by Marlene Rastetter to close the Public Hearing. Motion carried with five affirmative votes: Hastey, Hovey, Rastetter, Smith, and Teagarden. President Teagarden declared the hearing closed at 5:06 p.m.</p>
<p><u>INFORMATION ITEM</u></p>	<p>5.5 QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS Pursuant to Education Code §1240, the yearly Williams Uniform Complaints report was shared with the Board. Bobbi Abold, Assistant Superintendent stated the annual Williams Report presentation will be presented to the District Board of Trustees.</p>
<p>6. FISCAL SERVICES <u>ACTION ITEM</u></p>	<p>6.1 TRANSFER \$100,000 FROM COUNTY SCHOOL SERVICE FUND TO SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS Violette Begley, Director of Fiscal Services, referenced the adopted Resolution 2017-03, which is to authorize temporary borrowing between funds for construction project. The borrowing between funds is for the planning stage of the construction project. The reimbursement application has been submitted to the State; however, the process can take up to three years. The reimbursement funds are not guarantee to be reimbursed. Motion made by Marlene Rastetter and seconded by Mary Hovey to transfer \$100,000 from the County School Service Fund to the Special Reserve Fund for the planning costs of the new Life Skills classroom and play area at Virginia School, various parking lot, modernization projects at Virginia School, and the modernization of a classroom at Yuba Community College. Motion carried with five affirmative votes: Hastey, Hovey, Rastetter, Smith and Teagarden.</p>
<p>7. EDUCATIONAL SERVICES <u>ACTION ITEM</u></p>	<p>7.1 RENEWAL OF YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL (TO NOVEMBER 2022) Bobbi Abold, Assistant Superintendent explained the renewal of the Yuba County Career Preparatory Charter School comes before the Board for approval every five years. Motion made by George Smith and</p>

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Wednesday, November 8, 2017 – 4:30 p.m.
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	seconded by Mary Hovey to approve the renewal. Motion carried with five affirmative votes: Hastey, Hovey, Rastetter, Smith and Teagarden.
<u>INFORMATION ITEM</u>	7.2 LOCAL CONTROL ACCOUNTABILITY PLAN UPDATE (LCAP) Bobbi Abold gave an update on the Local Control Accountability Plan’s responsibilities with the districts and the court and community school. Bobbi gave an update on the NCPLN collaborative meetings.
8. BOARD CLOSED SESSION	8.1 BOARD WILL RECESS TO CLOSED SESSION TO DISCUSS THE PROPERTY LOCATED AT 4979 OLIVEHURST AVENUE, OLIVEHURST, CA (APN: 013-041-022): The announcement of Closed Session was called at 5:33 p.m. by President Teagarden.
9. RECONVENE TO OPEN SESSION	The announcement to reconvene to Open Session was called at 5:49 p.m. by President Teagarden.
10. REPORT OF ACTION TAKEN IN CLOSED SESSION	President Teagarden reported there were no action to report.
11. OTHER ITEMS TO COME TO THE ATTENTION OF THE BOARD	There were no other items to come to the attention of the Board.
12. ADJOURNMENT	Meeting was adjourned at 5:50 p.m.

Respectfully submitted,

Francisco Reveles, Ed.D., Superintendent
Yuba County Office of Education

Temporary County Certificates Issued
October 27, 2017 to December 5, 2017

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIR</u>
Amos, Amy	Emg 30-Day Sub Permit	Yes	3/31/2018
Beeler, Anthony	Career Technical Education	No	3/31/2018
Clemens, Keisha	Level I Education Specialist - 1 yr. ext.	Yes	5/31/2018
Handy, Brandon	Level I Education Specialist - 1 yr. ext.	Yes	3/31/2018
Helmuth, Robert	Provisional Internship Permit - General Ed	Yes	3/31/2018
Hysmith, Jessica	Short Term Staffing Permit - ECSE	Yes	3/31/2018
Pease, Jr. John	Emg CLAD	Yes	3/31/2018
Thompson, Johnnie	Supplementary Autho. - Mathematics	Yes	3/31/2018

JULY 2017		20 student/0 staff		AUGUST		22/14		SEPTEMBER		2020		OCTOBER		22/22					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
3	4	5	6	7	7	8	9	10	11	4	5	6	7	*1*	2	3	4	5	*6*
10	11	12	13	14	14	15	16	17	18	11	12	13	14	*8*	9	10	11	12	*13*
17	18	19	20	21	(14)	15	16	17	*18*	18	19	20	21	*15*	16	17	18	19	*20*
24	25	26	27	28	21	22	23	24	*25*	18	19	20	21	*22*	23	24	25	26	*27*
31					28	29	30	31		25	26	27	28	*29*	30	31			
NOVEMBER		16/16		DECEMBER		11/11		JANUARY 2018		20/17		FEBRUARY		18/18					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
6	7	8	9	*3*	4	5	6	7	*8*	1	2	(3)	4	5	5	6	7	8	*9*
13	14	15	16	*17*	11	12	13	14	*15*	8	9	10	11	*12*	12	13	14	15	*16*
20	21	22	23	24	18	19	20	21	22	15	16	17	18	*19*	19	20	21	22	*23*
27	28	29	30		25	26	27	28	29	22	23	24	25	*26*	26	27	28		
MARCH		21/21		APRIL		16/16		MAY		22/22		JUNE 2018		19/14					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
5	6	7	8	*2*	2	3	4	5	6	7	8	9	10	*4*	4	5	*6*	7	8
12	13	14	15	*9*	9	10	11	12	*13*	14	15	16	17	*11*	11	12	13	14	15
19	20	21	22	*16*	16	17	18	19	*20*	21	22	23	24	*18*	18	19	20	21	22
26	27	28	29	*23*	23	24	25	26	*27*	28	29	30	31	*25*	25	26	27	28	29
				30	30														

HOLIDAYS/SCHOOL NOT IN SESSION	
July 4	Independence Day
September 4	Labor Day
November 10	Veterans Day
November 20 - 24	Thanksgiving Recess
December 18 - January 2	Winter Recess
January 15	Martin Luther King Day
February 12	Lincoln's Birthday
February 19	Washington's Birthday
March 30 - April 6	Spring Recess
May 28	Memorial Day
June 7 - 8	School Not in Session

KEY DATES	
Staff Contract Days (Students Not in Attendance)	() Staff Work Day: August 14, January 3
First & Last Day of School	<input type="checkbox"/> August 15, June 6
Minimum Days	** Aug. 18, 25 Oct. 6, 13, 20, 27 Nov. 3, 17 Dec. 1, 8, 15 Jan. 12, 19, 26 Feb. 2, 9, 16, 23 April 13, 20, 27 June 1, 6
Summer Session 2017	June 11 - August 11 (July 4 Holiday)
Winter Session 2018	January 3 - 5
Summer Session 2018	June 11 - August (day tbd) (July 4 Holiday)

Draft – November 28, 2017

To: Bobbi Abold

From: Chris Meyer

Date: 11.29.17

Re: Proposal to change Harry P. B. Carden 2017-18 school calendar

Rationale:

Change January 3, 2018 from a school day to an in-service day to allow staff to conduct a model school program visit to the Yolo County Office of Education Court school program. Afterward, staff will return to work to discuss which research based practices can be implemented at Harry P.B. Carden School to align with the recommendations that were made by our WASC visiting team.

- 1) WASC Action Plan Implementation
 - a. Align standards with curriculum and assessment
 - b. Write A-G Courses
 - c. Develop comprehensive system of formative assessment and targeted intervention
 - d. Collaborate with Community College, and Community Organizations
- 2) Court School Program Evaluation and Development
 - a. Model program site visits
 - b. Research and implementation of best practices to improve student achievement
- 3) Juvenile Court School calendar year Ed Code Section 48645.3(b)
 - a. Juvenile court schools shall not be closed on any weekday of the calendar year, except those weekdays adopted by the county board of education as school holidays or set aside by the county board of education for in-service purposes. However, the county board of education may close juvenile court schools when it deems the closing is necessary to accommodate contingencies.

<https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidespring17.pdf>

As noted on page 16 in the section titled "Accessing the California School Dashboard," the bottom of the Equity Report will contain data reported for local indicators. The local indicators only apply at the LEA level.

To meet the LCFF statutory requirements, the new accountability system includes standards for local indicators to help LEAs measure and report their progress. For each local indicator reported in the Equity Report, LEAs must complete the following steps to meet the approved standards:

1. Measure their progress using locally available information,
2. Report the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board, and
3. Upload and publically report the results through the Dashboard

LEAs measure progress by completing local self-reflection tools or the self-reflection tools provided by the Dashboard, or from a menu of local measures, and report these results to local governing boards, stakeholders and members of the public. After the completion of the self-assessment/local measure options and reporting of progress, LEAs will use the following criteria to assess its performance:

- * Met
- * Not Met
- * Not Met for Two or More Years (red)



[Home](#) / [Yuba County Office of Education - Yuba](#) / [Local Data Submitted for Priority 1 \(Basics\)](#)

Local Data Submitted for Priority 1 (Basics)

Yuba County Office of Education - Yuba County

Enrollment: 224 **Socioeconomically Disadvantaged:** 77% **English Learners:** 9% **Foster Youth:** N/A **Grade Span:** K-12

Reporting Year: Spring 2017

Charter School: No

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[LEA Submission] 29% of teachers are not highly qualified in 2017-1

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[LEA Submission] 0% of students are without access to their own cop

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

[LEA Submission] 0

Questions or comments? Send them to lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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Home / Yuba County Office of Education - Yuba / Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Home FAQ Resources Glossary Translate Search

Yuba County Office of Education - Yuba County

Enrollment: 224 Socioeconomically Disadvantaged: 77% English Learners: 9% Foster Youth: N/A Grade Span: K-12

Charter School: No

Reporting Year: Spring 2017

Equity Report Status and Change Report Detailed Reports Student Group Report

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 2: Reflection Tool (Completed by Yuba County Office of Education)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 3 – Initial Implementation

Next Generation Science Standards

[LEA Submission] 2 – Beginning Development

History-Social Science

[LEA Submission] 3 – Initial Implementation

2. Local educational agency’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 3 – Initial Implementation

Next Generation Science Standards

[LEA Submission] 4 – Full Implementation

History-Social Science

[LEA Submission] 4 – Full Implementation

3. Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 2 – Beginning Development

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 2 – Beginning Development

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 2 – Beginning Development

Next Generation Science Standards

[LEA Submission] 2 – Beginning Development

History-Social Science

[LEA Submission] 2 – Beginning Development

Other Adopted Academic Standards

4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

[LEA Submission] 3 – Initial Implementation

Health Education Content Standards

[LEA Submission] 4 – Full Implementation

Physical Education Model Content Standards

[LEA Submission] 3 – Initial Implementation

Visual and Performing Arts

[LEA Submission] 2 – Beginning Development

World Language

[LEA Submission] 2 – Beginning Development

Support for Teachers and Administrators

5. The local educational agency's success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 2 – Beginning Development

Identifying the professional learning needs of individual teachers

[LEA Submission] 2 – Beginning Development

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 2 – Beginning Development

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Home / Yuba County Office of Education - Yuba / Local Data Submitted for Priority 3 (Parent Engagement)

Local Data Submitted for Priority 3 (Parent Engagement)

Yuba County Office of Education - Yuba County

Enrollment: 224 Socioeconomically Disadvantaged: 77% English Learners: 9% Foster Youth: N/A Grade Span: K-12

Charter School: No

Home FAQ Resources Glossary Translate Search

Reporting Year:

Equity Report Status and Change Report Detailed Reports Student Group Report

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;

2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] *Yuba COE court and Community School created and uses local measures to seek input from parents/guardians in school decision making, and promote parental participation in programs. The locally developed tools are designed specifically to address the needs of our most at-risk students and families.*

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[Home](#) / [Yuba County Office of Education - Yuba](#) / [Local Data Submitted for Priority 6 \(Local Climate Survey\)](#)

Local Data Submitted for Priority 6 (Local Climate Survey)

Yuba County Office of Education - Yuba County

Enrollment: 224 **Socioeconomically Disadvantaged:** 77%

English Learners: 9%

Foster Youth: N/A

Grade Span: K-12

Reporting Year: Spring 2017

Charter School: No

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] *Yuba COE administers the California Healthy Kids Survey and reports the results to the County Board of Education at a regularly scheduled meeting, and to stakeholders and the public.*

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Home / Yuba County Office of Education - Yuba / Local Data Submitted for Priority 9 (Coordination of Services for Expelled Students)

Local Data Submitted for Priority 9 (Coordination of Services for Expelled Students)

Yuba County Office of Education - Yuba County

Enrollment: 224 Socioeconomically Disadvantaged: 77% English Learners: 9% Foster Youth: N/A Grade Span: K-12 Reporting Year: Spring 2017

Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

Coordination of Services for Expelled Students – COE Only (Priority 9)

This page displays the information submitted by the county office of education for the coordination of services for expelled students (Priority 9).

Standard: County office of education annually measures its progress in coordinating instruction as required by Education Code Section 48926 and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The county office of education was asked to assess the degree of implementation of the progress in coordinating instruction for expelled students in the county. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 1. The status of triennial plan for providing educational services to all expelled students in the county, including:**
 - a. Review of required data.**

[LEA Submission] 4 – Full Implementation

b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.

[LEA Submission] 4 – Full Implementation

c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.

[LEA Submission] 4 – Full Implementation

2. The degree to which the county office of education coordinates on development and implementation of triennial plan with all local educational agencies within the county.

[LEA Submission] 4 – Full Implementation

3. The degree to which the county office of education has established ongoing collaboration and policy development for transparent referral process for local educational agencies with in the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students.

[LEA Submission] 4 – Full Implementation

4. The degree to which the county office of education has developed memorandum of understanding regarding the coordination of partial credit policies between district of residence and the county office of education.

[LEA Submission] 4 – Full Implementation

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[Home](#) / [Yuba County Office of Education - Yuba](#) / [Local Data Submitted for Priority 10 \(Coordination of Services for Foster Youth\)](#)

Local Data Submitted for Priority 10 (Coordination of Services for Foster Youth)

Yuba County Office of Education - Yuba County

Enrollment: 224 **Socioeconomically Disadvantaged:** 77% **English Learners:** 9% **Foster Youth:** N/A **Grade Span:** K-12

Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

Coordination of Services for Foster Youth – COE Only (Priority 10)

This page displays the information submitted by the county office of education on the local performance indicator for the coordination of services for foster youth (Priority 10).

Standard: County office of education annually measures its progress in coordinating services for foster youth and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics web-based system (California School Dashboard).

The county office of education was asked to assess the degree of implementation of the progress in coordinating instruction for foster youth in the county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. The degree to which the county office of education has established ongoing collaboration and supporting policy development, including establishment of formalized information sharing agreements with child welfare, probation, local educational agencies, the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).

[LEA Submission] 4 – Full Implementation

2. The degree to which the county office of education has built capacity with local educational agency, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).

[LEA Submission] 4 – Full Implementation

3. The degree to which the county office of education has provided information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes.

[LEA Submission] 4 – Full Implementation

4. The degree to which the county office of education has provided direct educational services for foster youth in local educational agency or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.

[LEA Submission] 4 – Full Implementation

5. The degree to which the county office of education has established ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.

[LEA Submission] 4 – Full Implementation

6. The degree to which the county office of education has facilitated the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.

[LEA Submission] 4 – Full Implementation

7. The degree to which the county office of education has developed strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.

[LEA Submission] 4 – Full Implementation

8. The degree to which the county office of education has engaged in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.

[LEA Submission] 3 – Initial Implementation

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Home / Yuba County Office of Education - Yuba / Equity Report

Equity Report

Yuba County Office of Education - Yuba County

Enrollment: 224 Socioeconomically Disadvantaged: 77% English Learners: 9% Foster Youth: N/A Grade Span: K-12 Reporting Year: Spring 2017

Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met (0)
<u>Implementation of Academic Standards</u>	Met (0)
<u>Parent Engagement</u>	Met (0)
<u>Local Climate Survey</u>	Met (0)

Coordination of Services for Expelled Students

Met

()

Coordination of Services for Foster Youth

Met

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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PLUMAS LAKE CHILD DEVELOPMENT CENTER
December 13, 2017

PROGRAM OVERVIEW

Plumas Lake Child Development Center (PLCDC) was opened as a private enterprise, fee for service child care center in September 2006. Plumas Lake community was growing and there was a need for child care options for local parents. Parents were typically employed at Beale Air Force Base, as well as other employers throughout Marysville, Yuba City and the Roseville, Sacramento areas.

Initial planning was made for four preschool classrooms serving 66 students; with staffing planned at 4 Teachers, 4 Aides and 3 Part-time Aides to meet ratios. Since opening, enrollment has ranged from 60 to 167, and staffing has been as high as 7 fulltime teachers, and 6 full time aides. Currently, PLCDC enrollment is 105 students. Staffing is 1 full-time Director/teacher, 2 fulltime Teachers, 3 part-time Teachers, 1 full-time Aides and 3 part-time Aides. The center also employs 1 part-time Account Tech who maintains Accounts Receivable and Accounts Payable.

Staffing ratios are based on Child Care facility licensing requirements as follows:

Age/Program	Staffing	Ratio	Staffing	Ratio	Staffing	Ratio
2 year old class	1 Fully qualified teacher*	1:8	1 Fully qualified teacher + 1 Fully qualified aide**	1:14	2 Fully qualified teachers	1:16
3-5 year old class	1 Fully qualified teacher	1:12	1 Fully qualified teacher + 1 aide***	1:15	2 Fully qualified teachers	1:24
3-5 year old class			1 Fully qualified teacher + 1 Fully qualified aide	1:18		
School age class	1 Fully qualified teacher	1:14	1 Fully qualified teacher + 1 Fully qualified aide	1:28		

Highlighted areas indicate the current staffing qualifications and ratios.

*Fully qualified teacher refers to 24 ECE units or permit.

**Fully qualified aide refers to 12 ECE units.

***Aide refers to 6 ECE units or 3 ECE units and enrolled in 3 ECE units.

The PLCDC is located adjacent to Rio Del Oro Elementary School in the Plumas Lake Elementary School District and is comprised of 7 modular units.

Room 1 is the office, library and late afternoon classroom for parent pick up. This former classroom was converted from a classroom to the office to create a secure entrance into the campus. At the same time, gates, fencing, and the front entrance were also updated to create a safer campus.

Room 2 is a before and after school age classroom for the TK-1st grades, and also the snack kitchen.

Room 3 is the 2nd – 5th grade before and after school program, and during school hours is used to provide speech services to students enrolled in the center and in the community.

Room 4 is the 5 day/week full day 2-year-old classroom.

Room 5 is the 5 day/week full day Pre-K classroom.

Room 6 is the 3 day/week part time preschool/pre-k classroom that operates Tuesday, Wednesday and Thursday mornings.

Room 7 is Yuba County Office of Educations Connections Preschool Program, and contributes \$24,000 of revenue to PLCDC annually. Sharing a campus at PLCDC provides the Connections students with an invaluable inclusion opportunity with mainstream preschool peers.

PLCDC opened with one play area and limited equipment. Another play structure was later purchased with grant funding and installed by Beale Air Force Base volunteers. Fundraising and donations have provided additional outdoor activity equipment such as basketball hoops, tetherball courts, and other sports equipment. Outdoor learning activities are further supplemented with a raised bed vegetable garden; future plans include the addition of an outdoor classroom with sitting stumps as chairs.



The Plumas Lake community is not located near a public library, and our preschool students do not have access to the elementary school libraries. Given that a center library would provide benefits to our students' development, PLCDC staff wrote and was awarded a \$5000 grant to purchase books to set up a lending library. Yuba County Office of Education, Plumas Lake Elementary School District, PLCDC staff and parents donated shelving, supplies and volunteered to set up the library. There is also a small computer lab located in the library for the students to access exposure to technology.

CURRICULUM AND STANDARDS

The 2-Year-Old Class utilizes the “creative curriculum” designed by teachers. The students are exposed to an array of learning materials to increase their social, cognitive, and physical skills. The classroom is set up into various learning centers, including: home living, science/math, blocks, art, writing, puzzles, reading, sensory, quiet, and carpet/music areas.

The classroom also utilizes box curriculum activities that correlate with themes that the classroom may be working on. The box curriculum sets include props, center activities, and books that correspond to themes. The themes include: Me & My Family, Ocean Animals, Nursery Rhymes, On the Farm, Colors & Shapes, and Things That Go. An example of the items in the Things That Go box, include: train conductor puppet, song cards, The Trip board book, 20 linking vehicles, 4 vehicle bean bags, 5 tactile cards, and activity guides.

Younger students learn best through a play-based atmosphere, where they have time to manipulate materials, interact with friends, and become problem solvers. The standards for learning for 2-year-olds include:

Social-Emotional Development/ Social Science: emotion regulation, impulse control, empathy, interactions with peers and adults.

Language and Literacy: increase receptive and expressive language skills and print awareness.

Math: increase sense of numbers, classification, patterning, spatial concepts, and problem solving.

Science: cause and effect, spatial relationships, and problem solving

Physical Development: increase fine and gross motor skills.



The Preschool/Pre-K classrooms utilize the Houghton Mifflin Theme Box curriculum. The students are exposed to a vast array of learning materials to continue increasing social and cognitive skills. The classrooms are set up with various learning center, including: writing, listening, science/math, manipulatives, art, blocks, home living, circle time, reading, and an outdoor extension classroom with sensory tables.

The Houghton Mifflin curriculum focuses many activities throughout the thematic units on language and literacy. The students learn a lot about word parts, letter recognition, word knowledge, listening comprehension. Math concepts that are learned with this curriculum include oral counting and number identification.

All students in our Preschool/Pre-K program are exposed to play-based learning, as research indicates that allowing students to explore their atmosphere through play provides invaluable lessons. These students also begin to focus on the academic portion of the curriculum, in an effort to prepare them for kindergarten.

The standards for Preschool/Pre-K classrooms include:

Social-Emotional Development: increase self-awareness, self-regulation, social and emotional understanding, empathy, group participation, and cooperation skills.

Language and Literacy: increase vocabulary, grammar, phonological awareness, alphabet and word recognition, and interest in reading and writing.

Math: increase number/quantity understanding, sorting and classifying objects, comparing and measuring objects, and identify and understand shapes.

Physical Development: increase balance, body and spatial awareness, and active participation.



COMMUNITY ENGAGEMENT

Plumas Lake community events and activities provide an opportunity for PLCDC to collaborate with the stakeholders of our center. PLCDC participates in many community activities:

Rio Del Oro Elementary School Harvest Festival- PLCDC sets up a booth including sensory tables with bird seed, fall leaves, pumpkins, corn, and various cups and spoons for children to dig and measure with. We also set up car carpets with different cars and trucks for children to engage with while we provide current and prospective families with information about our facility. The Harvest Festivals also give us a chance to reconnect with past families whose children have moved on to the elementary school.

Plumas Lake National Night Out- National Night Out is an annual community-building campaign that promotes police-community partnerships and neighborhood camaraderie to make our neighborhoods safer, more caring places to live. This event is held in the park directly behind our school in the hot month of August so the activities at our sensory tables utilize ice (i.e., block, crushed, different frozen shaped containers or balloons). PLCDC also provides water for the dunk tank and electricity for other vendors' booths.

Other community events include Month of the Child, Art in the Community, and the Plumas Lake 5k/10k/Half-Marathon. PLCDC also enjoys a collaboratively supportive relationship with local area businesses and visits many throughout the year on walking field trips.

PLCDC also hosts community events, such as:

Bring Me a Book- A workshop for parents and educators to strengthen the language and literacy skills in children.

Playzeum- An interactive event for families to engage with their children in play activities.

Teddy Bear Parade – An annual event hosted by Yuba County Office of Education Connections Preschool.

PLCDC Graduation- Graduation at the center is an honored community event. Parents, Grandparents and community member attend as we celebrate students' academic and developmental accomplishments and promotion to.



ACTION PLAN

- 1) Closely monitor enrollment trends and budget to ensure that decreased deficit trend continues.
- 2) Recruit well qualified candidates for current Director and Teacher vacancies.
- 3) Continue to fully engage in Keys to Quality evaluation process with coaching and training to improve program for students.

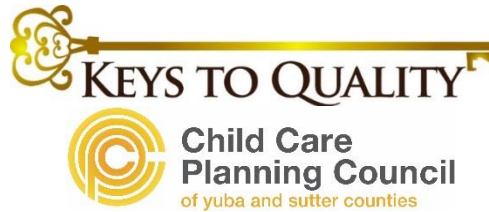
PLCDC Enrollment Revenue											
Room	2013-2014		2014-2015 *		2015-2016		2016-2017		2017-2018*		
Tk-5th	27	\$ 7,002.00	44	\$ 11,025.56	50	\$ 11,202.75	41	\$ 10,057.00	41	\$ 10,312.95	
2 year olds	8	\$ 2,505.44	12	\$ 5,270.24	11	\$ 5,471.76	14	\$ 6,650.00	14	\$ 5,318.00	
Preschool	12	\$ 4,760.00	13	\$ 3,254.50	12	\$ 3,775.68	20	\$ 7,967.00	22	\$ 8,318.72	
Pre K	37	\$ 14,102.72	16	\$ 7,056.97	17	\$ 7,887.92	22	\$ 11,464.00	19	\$ 9,920.00	
Total Enrollment **	84		85		90		97		96		
Projected Monthly	\$	28,370.16	\$	26,607.27	\$	28,338.11	\$	36,138.00	\$	33,869.67	
Projected Annual Fees	\$	340,441.92	\$	319,287.24	\$	340,057.32	\$	433,656.00	\$	406,436.04	
Total Projected Fees plus SpEd Rent	\$	435,957.04	\$	328,238.00	\$	376,291.31	\$	453,862.08	\$	430,436.04	

PLCDC Expenditures					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Salaries	\$ 395,582.70	\$ 252,294.93	\$ 257,694.01	\$ 258,620.00	\$ 273,143.92
Benefits	\$ 132,190.29	\$ 60,225.88	\$ 72,916.46	\$ 78,332.49	\$ 97,241.79
Materials and Supplies	\$ 11,936.49	\$ 11,186.98	\$ 9,118.29	\$ 10,422.24	\$ 12,110.00
Food Services	\$ 10,055.81	\$ 4,370.99	\$ 8,429.88	\$ 7,457.82	\$ 9,000.00
Mileage	\$ 1,547.34	\$ 1,631.65	\$ 1,652.60	\$ 1,636.03	\$ 1,500.00
Conference	\$ -	\$ -	\$ 330.00	\$ -	\$ 500.00
Insurance	\$ 2,559.83	\$ 2,693.47	\$ 2,658.80	\$ 3,172.62	\$ 3,509.87
Operations	\$ 24,826.80	\$ 24,715.77	\$ 28,566.13	\$ 28,320.56	\$ 34,650.00
Rentals/leases	\$ -	\$ -	\$ 584.80	\$ 955.78	\$ 1,730.00
Transfers Of	\$ 7,243.16	\$ 7,625.93	\$ 7,554.77	\$ 1,200.00	\$ 5,000.00
Contracts	\$ 11,699.57	\$ 15,337.12	\$ 42,930.38	\$ 50,447.69	\$ 38,250.00
Communications	\$ 825.17	\$ 403.50	\$ 178.26	\$ 356.49	\$ 600.00
Total Expenditures	\$ 598,467.16	\$ 380,486.22	\$ 432,614.38	\$ 440,921.72	\$ 477,235.58

PLCDC General Fund Contributions					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Revenue less Expenditures	\$ (162,510.12)	\$ (52,248.22)	\$ (56,323.07)	\$ 12,940.36	\$ (46,799.54)
Contributions	\$ 162,510.12	\$ 52,248.22	\$ 60,000.00	\$ 15,000.00	\$ 19,000.00
Increase or Decrease Balance	\$ -	\$ -	\$ 3,676.93	\$ 27,940.36	\$ (27,799.54)
Fund Balance	\$ -	\$ -	\$ 3,676.93	\$ 27,940.36	\$ 140.82

*Reduced staff, reduced program offerings, increased fees October 2014

** Total Enrollment is a snapshot based on October (similar to CBEDS in K-12)



Keys to Quality Programs are engaged in addressing evidence-based quality indicators targeted through self-assessment and independent, reliable observation. These quality indicators predict better outcomes for children as they prepare for school academically, socially, and emotionally. These outcomes persist, leading to healthy and productive individuals through childhood and well in to the adult years.

Since October of 2016, Plumas Lake Child Development Center has been an active **Keys to Quality** site. Licensed early care and education providers who are in good standing must meet all state requirements for serving children and families. Sites engaged in **Keys to Quality** have chosen to move beyond state licensing requirements to focus on program development in one of these identified quality improvement areas:

Child observation - the use of observation and assessment to determine a child's physical, social, and cognitive development. This information can be used to plan appropriate, enriching environments and experiences to meet each child's needs.

Health and Developmental Screening - the use of a screening tool to determine areas of typical emotional, cognitive, and physical development and areas of concern for individual children, and the available resources for programs and families to address areas of concern.

Teacher Qualifications - the level of training, education, and experience that lead classroom staff have attained.

Teacher-child Interactions - the CLASS assessment tool measures the interactions that occur between adults and children in the learning and care environment. Effective interactions are a key factor in encouraging a child's social-emotional and cognitive growth, supporting school readiness and success.

Ratios and Group Size - smaller groups of children and a higher ratio of staff to children increases the opportunity for children to engage in enriching learning experiences.

Director Qualifications - the education and professional development attained by the program administrator.

ERS - the use of the Environment Rating Scale tools assesses the care and learning environment to measure the quality and types of materials available to children and how staff use the materials to create enriching learning experiences for children, as well as a program's health and safety practices.

Sites provide documentation and receive objective observation related to these areas of professional practice, receiving a number score to reflect their progress along the 5 quality improvement tiers. The overall points received determine a site's rating. Those sites identified as Engaged in Quality Improvement reflect a score on Tiers 1, 2, or 3 and those sites at Tiers 4 or 5 are designated as Demonstrating Quality overall across the assessed areas.

Plumas Lake CDC has been focused on improving the quality of teacher-child interactions through the use of the CLASS tool and resources, as well as addressing environmental quality through the lens of the research-based Environment Rating Scales. Plumas Lake CDC staff work independently and with the assistance of a Quality Improvement Specialist, who provides coaching and support in the identified focus areas. In November of 2017, the initial formal assessment process was completed for Plumas Lake CDC, resulting in an initial rating at Tier 2 of the Quality Counts CA Rating Matrix. As Plumas Lake CDC moves forward, the information gained through the evaluation process will continue to guide the site's quality improvement activities, and a reassessment will be completed over the course of the next 2 years.

**REQUEST FOR ALLOWANCE OF ATTENDANCE
BECAUSE OF EMERGENCY CONDITIONS
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: Yuba County Office of Education

School District (or Charter School) Address: 935 14th Street, Marysville, CA 95901

County-District Code: 58-10587

County Name: Yuba County

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* Section 41422
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code* Section 46392
- When attendance records have been lost or destroyed as described in *Education Code* Section 46391

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of *Education Code* Section 37202 (equal length of instructional time among schools within a district).

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the governing board members and the county superintendent before it can be approved by the State Superintendent of Public Instruction.

The original form (with the board members' affidavit) and two copies should be filed with the county superintendent of schools. If the county superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

Office of Principal Apportionment and Special Education
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

This form consists of five preprinted pages. Pages 1 and 5 (5C for charter schools) must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.

SCHOOL CLOSURE

Nature of Emergency (describe):

Name of School(s):
(if request covers all schools, write "all schools")

School Code(s):

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

MATERIAL DECREASE

Nature of Emergency (describe): Our School District has had to deal with the Cascade Fire that created Mandatory Evacuations for Yuba County Communities. Our buses could not get to all attendance areas and many of our families and staff were displaced from their homes and students could not come to school.

Name of School: Yuba County Office of Education
(if request covers all schools, write "all schools")

School Code(s):
Yuba County Special Education - 58105876069249

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates) October 9, 2017 during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day (October or May ADA): 160 students per day. Estimated daily attendance multiplied by number of days of material decrease, yields 160 days of attendance requested.

State method of determining estimated daily attendance (October or May ADA):

ADA for school month beginning on October 1, 2017 and ending on October 31, 2017.

Actual apportionable attendance for days of material decrease:

Site	Date	Actual Attendance
Yuba County Office of Education	October 9, 2017	37

AFFIDAVIT OF GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the Yuba County Office of Education school district, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

Marlene Rastetter

George Smith, Vice President

Mary Hovey

Desiree Haste

Eva Teagarden, President

Printed Names

Signatures

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this ___ day of _____, 2___.

Signature, Title _____

of _____ County, California

Contact/Individual responsible for preparing this form:

Name: _____ Title: _____

Phone: _____ Fax : _____ E-mail: _____

AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

Signature, County Superintendent of Schools _____

Date: _____

Subscribed and sworn (or affirmed) before me, this ___ day of _____, 2___.

Signature, Title _____

of _____ County, California

Contact/Individual responsible for preparing this form:

Name: _____ Title: _____

Phone: _____ Fax : _____ E-mail: _____

AFFIDAVIT OF CHARTER SCHOOL GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the _____
_____ charter school, hereby swear (or affirm) that the foregoing
statements are true and are based on official district records.

Printed Names

Signatures

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this ___ day of _____, 2___.

Signature, Title _____
of _____ County, California

Contact/Individual responsible for preparing this form:

Name: _____ Title: _____

Phone: _____ Fax : _____ E-mail: _____

Approval by Superintendent of Authorized Local Educational Agency (LEA)

Signature, Title _____
of _____ (LEA).

AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct
to the best of my knowledge and belief.

Signature, County Superintendent of Schools _____
Date: _____

Subscribed and sworn (or affirmed) before me, this ___ day of _____, 2___.

Signature, Title _____
of _____ County, California

Contact/Individual responsible for preparing this form:

Name: _____ Title: _____

Phone: _____ Fax : _____ E-mail: _____

LOST OR DESTROYED ATTENDANCE RECORDS

We request the use of estimated attendance in lieu of attendance that cannot be verified because of the loss or destruction of attendance records. This request is made in accordance with Section 46391. The entire period covered by the lost or destroyed records commences with _____, 2____, up to and including, _____, 2_____.

Describe circumstances and extent of records loss or destruction:

Describe how it is proposed to reconstruct attendance records or estimate attendance in the absence of records:

RESOLUTION NO. 17-09 Excused Absence from a Board Meeting

WHEREAS, under the authority of Education Code Section 35120 a Board of Education member receives a monthly stipend for services rendered as a Member of the Board; and

WHEREAS, attendance at all meetings of the Board is required to receive the full amount; and

WHEREAS, exceptions to the reduction of the stipend are legally allowed if the absence of a member from a board of education meeting occurs for any of the acceptable reasons provided by law;

WHEREAS, the board member who was absent from a board meeting has explained the reason(s) for his/her absence as among the reasons allowed for by law in order to be exempted from a monthly stipend reduction because of this absence;

THEREFORE BE IT RESOLVED, that this Board accepts that the absent board member **Marlene Rastetter** was absent from the board meeting on October 11, 2017 for the following reasons:

Illness

NOW, THEREFORE BE IT RESOLVED FURTHER, that as provided for by law, the monthly allowed stipend will not be reduced because of this absence.

PASSED AND ADOPTED this 13th day of December, 2017 by the following vote

AYES:

NOES:

ABSTAIN:

ABSENT:

Eva Teagarden, Yuba County Office of Education
Board President

RESOLUTION NO. 17-10

Excused Absence from a Board Meeting

WHEREAS, under the authority of Education Code Section 35120 a Board of Education member receives a monthly stipend for services rendered as a Member of the Board; and

WHEREAS, attendance at all meetings of the Board is required to receive the full amount; and

WHEREAS, exceptions to the reduction of the stipend are legally allowed if the absence of a member from a board of education meeting occurs for any of the acceptable reasons provided by law;

WHEREAS, the board member who was absent from a board meeting has explained the reason(s) for his/her absence as among the reasons allowed for by law in order to be exempted from a monthly stipend reduction because of this absence;

THEREFORE BE IT RESOLVED, that this Board accepts that the absent board member **George Smith** was absent from the board meeting on October 11, 2017 for the following reasons:

Illness

NOW, THEREFORE BE IT RESOLVED FURTHER, that as provided for by law, the monthly allowed stipend will not be reduced because of this absence.

PASSED AND ADOPTED this 13th day of December, 2017 by the following vote

AYES:

NOES:

ABSTAIN:

ABSENT:

Eva Teagarden, Yuba County Office of Education
Board President