YOLO COUNTY SELPA
Nurturing Special Needs with Leadership and Resources

YOLO COUNTY SELPA SUPERINTENDENTS’ COUNCIL MEETING
Yolo County Office of Education, Davis Room
May 1, 2023, 8:30 AM
SUPERINTENDENTS’ COUNCIL MEETING
AGENDA

May 1, 2023 – 8:30AM
Yolo County Office of Education
Conference Center, Davis Room

1. CALL TO ORDER

2. CONSENT .......................................................... Action
   2.1 APPROVE May 1, 2023, Agenda
   2.2 APPROVE November 7, 2022, Meeting Minutes

3. RECOGNITION OF VISITORS/STAFF............... Information
   This item is placed on the agenda for providing visitors the opportunity to address the Superintendents’ Council on any item(s) of business that does not appear on the formal agenda. Visitors may also request recognition from the chairperson to address the Superintendents’ Council.

4. PUBLIC HEARING................................................ Action
   4.1 Consider Yolo SELPA Annual Budget Plan
   4.2 Consider Yolo County SELPA Annual Service Plan

5. YOLO SELPA....................................................... Information
   5.1 Discuss IEP Implementation Monitoring
   5.2 Discuss Alternative Pathways to Diploma
   5.3 Discuss Compliance and Monitoring (CIM) Process
   5.4 Discuss CAC Annual Awards Recipients

6. YOLO SELPA POLICIES.............................. Action
   6.1 Consider YCOE Administrative Positions
   6.2 Consider Revised AB602 Allocation Plan
   6.3 Consider 2023-2024 Superintendents’ Council Meeting Calendar

7. SELPA DIRECTOR REPORT.............................. Information
   7.1 Present State SELPA Report
   7.2 Present Superintendents’ Inclusion Presentation

8. ADJOURMENT.................................................. Action

   NEXT REGULAR MEETING:
   September 11, 2023 – 8:30AM
   Yolo County Office of Education
   Community Room
SUPERINTENDENTS’ AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

- Five calendar days prior to the meeting, a full packet is available for review at the Yolo County SELPA Reception Desk 1280 Santa Anita Court, Suite #150, Woodland, CA. (8:00 a.m.-5:00 p.m., Monday through Friday, excluding County Office of Education holidays).

- Agenda documents distributed to the Superintendents’ Council less than 72 hours before the meeting will be made available at the Yolo County SELPA Reception Desk, 1280 Santa Anita Court, Suite #150, Woodland (8:00 a.m.-5:00 p.m., Monday through Friday, excluding County Office of Education holidays).
  [Government Code § 54957.5]

- Superintendents’ Council agendas are posted outside the YCOE Administrative Office building at 1280 Santa Anita Court, Suite #100, in a weather-protected glass case, at the Yolo County SELPA Office Suite #150 and at all district sites, and posted on the County Office website: http://www.ycoe.org/depts/selpa

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Superintendents’ Council meeting room(s) or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Yolo County SELPA Office at 530-668-3786 and ask for Andrea Barajas. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the meeting(s). (Government Code § 54954.2)

NOTE: Per the Brown Act, discussion may take place and action may be taken on items not posted on the agenda only under certain circumstances and following certain procedures (EC 54956.5; 54954.2). The Superintendents’ Council has the option to take action on any item(s) listed on the agenda for information.
Superintendents’ Council Meeting Minutes (Unapproved)
Open Session: November 7, 2022 - 8:30 AM

PRESENT
Matt Best, Superintendent, Davis Joint Unified School District
Christina Goennier, Superintendent, Esparto Unified School District
Phoebe Girimonte, Acting Superintendent, Winters Joint Unified School District
Garth Lewis, Superintendent, Yolo County Office of Education
Patrick McGrew, Assistant Superintendent, Yolo County SELPA
Elodia Lampkin, Superintendent, Woodland Joint Unified School District

ABSENT
Cheryl Hildreth, Superintendent, Washington Unified School District

1.0 CALL TO ORDER
Superintendent Lewis called the meeting to order at 8:34 a.m.

2.0 CONSENT
2.1 Approval of November 7, 2022, Agenda
2.2 Approval of September 12, 2022, Meeting Minutes

Superintendent Goennier made a motion to approve the November 7, 2022, agenda and September 12, 2022, meeting minutes. Superintendent Best seconded the motion.

Discussion: None

The motion carried.

Ayes: 5
Absent: 1 (Hildreth)
Noes: None

3.0 RECOGNITION OF VISITORS/STAFF

There were no visitors, and the staff was welcomed by the council.

4.0 Yolo SELPA Business

4.1 Approve Behavior Emergency Report (BER) Form
Assistant Superintendent McGrew is seeking approval for the Behavior Emergency
Report (BER) form. Assistant Superintendent McGrew went over the difference between the new and the old BER forms. The report is to be filled out if a student has been restrained. The updated form is much more descriptive, and it has a check list to assist people on filling out the form. Training will be organized if the form is approved. Assistant Superintendent McGrew proposes an edit, the removal of “and Non-Public Schools” in the first paragraph. It was discussed and explained that Non-Public schools are required to have state approved behavior training, but it does not have to be the same as what is used in the districts. Assistant Superintendent McGrew recommends that the communication memo regarding behavioral emergencies and interventions be shared with special education staff and general education staff.

Superintendent Best made a motion to approve the Behavior Emergency Report Form with the proposed edit. 
Superintendent Girimonte seconded the motion.

Discussion: None

The motion carried.

Ayes: 5
Absent: 1 (Hildreth)
Noes: None

4.2 Discuss California Department of Education Small LEA and IEP Implementation Monitoring

Assistant Superintendent McGrew shared that the California Department of Education (CDE) had implemented some new monitoring for small LEAs and IEP implementation monitoring as a result of a lawsuit that was filed against the state. CDE was found to be out of compliance with their last state performance plan. The small LEA monitoring is based on the contention that CDE was not capturing information about all students with disabilities. A small LEA is defined as serving 1 less than 100 students with disabilities. Charter Schools are LEAs and there are currently about 1,500 Charter Schools in California. The 1,500 Charters will be monitored in three phases. CDE is currently working directly with the LEA’s administrators. Yolo County has one charter school that will be involved in the monitoring in phase A during the 2022-23 school year. The policy and procedure review will be due December 5th; an educational benefit review will be due January 30th; and a compliance review will be due in the Spring. McGrew has communicated with the administration from the Science and Technology Academy and offered assistance.
The new IEP Implementation monitoring also came from the lawsuit a lot of and we are waiting for more guidance from CDE. What is known, as stated in the lawsuit, is that CDE is going to be looking at IEP Implementation Data by percentage. There are some concerns about how teachers will be collecting the data, but it is likely that attendance records will be used for this.

4.3 Discuss West Ed Report
Assistant Superintendent McGrew shared that there are SELPAs with one district and multiple districts and that Yolo County SELPA is a multi-district SELPA. A task force in 2015 put out a report that recommended policy and practice improvements for students with disabilities and questioned if the current funding model, with funds going through the SELPA should still be used. Senate Bill 74 required CDE to do a study to examine the governance and accountability structures in place for students with disabilities. They contracted with West Ed and one of the things that was recommended was to remove the section in Ed Code that requires a district to be part of a SELPA, but there is no current legislation to do this. If SELPAs are not required, there is a concern that there will be a lack of equity and access for students, especially in rural districts. The local control of funds is part of the rational for not having the need of SELPAs.

Superintendent Best added that because the report was done in Southern California where large districts already have their own SELPAs that medium and small districts need to be part of consortium if not in a SELPA.

4.4 Discuss Special Education Review/Inclusion
Assistant Superintendent McGrew went over the review process. Reviews are typically conducted by neutral consultant groups. Quantitative and qualitative data is collected and based on that they make recommendations. Part of the many reviews is the current inclusive practices for students with disabilities. Districts are in different places in terms of implementing inclusive practices. Inclusion promotes equity, it increases student outcomes in the areas of academics, social skills, communication, and self-advocacy, students who are included feel safe which is important for students to learn and is also the law.

Superintendent Best shared that Davis JUSD is looking at three big buckets. One is determining what inclusion means and how they are going to actualize it. Second is the need for training for general education staff to increase consistency and alignment in the general education instructional program. Finally, transparency on how things will be done by writing down all protocols and having trainings on those items. By December there should be a more holistic implementation plan.
Senate Bill 1113 was vetoed and will be reintroduced in some form. The bill included inclusive practices. In response to the veto, SELPA Administrators of California adopted Resolution Number 22/23/-01 for the importance of inclusive practices. Assistant Superintendent McGrew will generate inclusive questions, in preparation to host a “deep dive” regarding inclusion, to look at the spectrum of inclusion, and how do we make it work.

5.0 SELPA Director Report

5.1 State SELPA Fiscal and Legislative Report
Assistant Superintendent McGrew shared that Senate Bill 1113 was vetoed. The Governor’s reason for the veto was the concern of adding cost to future budgets as revenue is slowing down. He encouraged incorporating Universal Design for Learning (UDL) in the next update of administrators credentialing requirements. We should see another version of this bill in the next legislative cycle.

Senate Bill 1057 (Omnibus Trailer Bill) amends the Ed Code to remove the penalties for not following the Brown Act rule of needing to have the Community Advisory Committee (CAC) meeting in-person only. This will allow the CAC meetings to be hybrid (virtual and in-person). The meeting is still to follow all the other rules of a Brown Act meeting. This will allow more access for staff and parents.

Senate Bill 882 will have peace officers go through training to improve the interaction between people with intellectual and developmental disabilities and law enforcement.

Assembly Bill 1655 this bill recognized Juneteenth as a State Holiday. This is to commemorate the emancipation of slaves in Texas on June 19, 1865. Employees get time off with pay and schools are closed in observance of the holiday.

Assistant Superintendent McGrew will keep a look out for the Governor’s budget in January. Proposition 98 funding revenue is coming in lower than expected. We are not likely to be impacted heavily, but it is important to start planning for future years with less revenue.

SELPA administrators Association of California and the Coalition for Adequate funding for Special Education sent a letter to the Governor and the Superintendent of Public Instruction with recommendations for immediate action to remove barriers for the employment of special education staff.

6.0 Adjournment

Superintendent Lewis asked for a motion to adjourn. 9:14 a.m.
Superintendent Goennier made a motion to adjourn.
Superintendent Best seconded the motion.
Discussion: None

The motion carried unanimously.

Ayes: 5
Absent: 1 (Hildreth)
Noes: 0

Superintendent Lewis adjourned the meeting at 9:14 a.m.

DATE, TIME, AND PLACE OF NEXT SCHEDULED MEETING
January 9, 2023, 8:30 AM
Yolo County Office of Education

Respectfully submitted by Andrea V Barajas, Administrative Assistant
DATE: 5/1/2023

ITEM: 4.1

TOPIC: Consider Yolo SELPA Annual Budget Plan

PURPOSE: Action

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X) NO( )

FISCAL IMPACT: None

BACKGROUND: The Yolo SELPA Budget Plan must be updated and approved each year. The 2023-2024 Yolo SELPA Budget Plan was presented and reviewed by the members of CAC and PAC/CBO. In the 5/1/2023 public hearing, Assistant Superintendent McGrew will present the 2023-2024 SELPA Annual Budget Plan to the Superintendents and seek their approval for the plan.

ASSISTANT SUPERINTENDENT RECOMMENDATION: Approve

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: 4/19/2023, Approve
LOCAL PLAN
Section D: Annual Budget Plan
SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
2023–24 Local Plan Submission
Project special education budget funding, revenues, and expenditures by LEAs are specified in
Attachments II–V. This includes supplemental aids and services provided to meet the needs of
students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are
placed in regular education classrooms and environments, and those who have been identified with
low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California
Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following
the FY to be adjusted. The CDE will consider and adjust only the information and computational
factors originally established during an eligible FY, if the CDE’s review determines that they are
correct. California Education Code (EC) Section 56048

Pursuant to EC Section 56195.1(2)(b)(3), each Local Plan must include the designation of an
administrative entity to perform functions such as the receipt and distribution of funds. Any
participating local educational agency (LEA) may perform these services. The administrative entity for
a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a
SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the
administrative entity for single LEA SELPA is identified as a responsible individual. Information
related to the administrative entity must be included in Local Plan Section A: Contacts and
Certifications.
Section D: Annual Budget Plan

SELPA: Yolo County SELPA

Fiscal Year: 2023–24

TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

<table>
<thead>
<tr>
<th>Funding Revenue Source</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Bill (AB) 602 State Aid</td>
<td>14,852,298</td>
<td>47.85%</td>
</tr>
<tr>
<td>AB 602 Property Taxes</td>
<td>7,191,151</td>
<td>23.17%</td>
</tr>
<tr>
<td>Federal IDEA Part B</td>
<td>5,545,524</td>
<td>17.87%</td>
</tr>
<tr>
<td>Federal IDEA Part C</td>
<td>81,048</td>
<td>0.26%</td>
</tr>
<tr>
<td>State Infant/Toddler</td>
<td>680,624</td>
<td>2.19%</td>
</tr>
<tr>
<td>State Mental Health</td>
<td>1,863,668</td>
<td>6.00%</td>
</tr>
<tr>
<td>Federal Mental Health</td>
<td>324,456</td>
<td>1.05%</td>
</tr>
<tr>
<td>Other Projected Revenue</td>
<td>498,450</td>
<td>1.61%</td>
</tr>
<tr>
<td><strong>Total Projected Revenue:</strong></td>
<td>31,037,219</td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to EC Section 2572. EC Section 56205(b)(1)(B)

$98,855 for IDEA Preschool ARP (RE 3308) and $399,595 for Workability (RE 6520)

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in Attachment II, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.
TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Amount</th>
<th>Percentage of Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Code 1000—Certificated Salaries</td>
<td>24,611,997</td>
<td>29.18%</td>
</tr>
<tr>
<td>Object Code 2000—Classified Salaries</td>
<td>20,434,587</td>
<td>24.23%</td>
</tr>
<tr>
<td>Object Code 3000—Employee Benefits</td>
<td>18,155,794</td>
<td>21.53%</td>
</tr>
<tr>
<td>Object Code 4000—Supplies</td>
<td>2,476,494</td>
<td>2.94%</td>
</tr>
<tr>
<td>Object Code 5000—Services and Operations</td>
<td>13,819,322</td>
<td>16.38%</td>
</tr>
<tr>
<td>Object Code 6000—Capital Outlay</td>
<td>1,014,263</td>
<td>1.20%</td>
</tr>
<tr>
<td>Object Code 7000—Other Outgo and Financing</td>
<td>3,831,566</td>
<td>4.54%</td>
</tr>
<tr>
<td><strong>Total Projected Expenditures:</strong></td>
<td>84,344,023</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in Attachment III, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Debt service, indirect cost charges, and transfers of pass-through revenue to districts
TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding fields are automatically calculated.

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected State Special Education Revenue</td>
<td>17,796,185</td>
<td>24.58%</td>
</tr>
<tr>
<td>Projected Federal Revenue</td>
<td>6,049,884</td>
<td>8.35%</td>
</tr>
<tr>
<td>Local Contribution</td>
<td>48,564,609</td>
<td>67.07%</td>
</tr>
<tr>
<td><strong>Total Revenue from all Sources:</strong></td>
<td><strong>72,410,678</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in Attachment IV, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to EC Section 56205(b)(1)(A).

The Local Plan provides for regional programs and services to be accessed by all member districts. The identified regional priority allotment programs funded with AB 602 apportionment revenues off the top. A small school district supplement of $300,000 is allocated to Esparto USD and Winters JUSD based on their prior year P-2 ADA. The SELPA retains 2.5% of the AB 602 apportionment to fund a certified NPS reimbursement pool. An equalization adjustment is provided to LEA members who underutilize the regional priority allotment programs. The balance of the AB 602 apportionment is then allocated to each member LEA based on their prior year P-2 ADA. Revenues are distributed monthly in accordance with the principal apportionment schedule and upon receipt of funds in the county treasury.

b. □ YES □ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt,
Section D: Annual Budget Plan

SELPA | Yolo County SELPA  | Fiscal Year | 2023-24 |

distributes the funds in accordance with the method adopted pursuant to EC Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.
TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

<table>
<thead>
<tr>
<th>Accounting Categories and Codes</th>
<th>Amount</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Code 1000—Certificated Salaries</td>
<td>227,309</td>
<td>27.91%</td>
</tr>
<tr>
<td>Object Code 2000—Classified Salaries</td>
<td>88,830</td>
<td>10.91%</td>
</tr>
<tr>
<td>Object Code 3000—Employee Benefits</td>
<td>110,860</td>
<td>13.61%</td>
</tr>
<tr>
<td>Object Code 4000—Supplies</td>
<td>44,650</td>
<td>5.48%</td>
</tr>
<tr>
<td>Object Code 5000—Services and Operations</td>
<td>259,314</td>
<td>31.84%</td>
</tr>
<tr>
<td>Object Code 6000—Capital Outlay</td>
<td>10,000</td>
<td>1.23%</td>
</tr>
<tr>
<td>Object Code 7000—Other Outgo and Financing</td>
<td>73,581</td>
<td>9.03%</td>
</tr>
</tbody>
</table>

**Total Projected Operating Expenditures:** 814,544 100.00%

D-11. Object Code 7000—Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Indirect cost charges
TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☐ YES  ☐ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by EC Section 56205(b)(1)(D)?

LEAs use locally defined resource code

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

788,937


Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.
DATE: 5/1/2023
ITEM: 4.2

TOPIC: Consider Yolo SELPA Annual Service Plan

PURPOSE: Action

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)   NO( )

FISCAL IMPACT: None

BACKGROUND: The Yolo SELPA Service Plan must be updated and approved each year. The 2023-2024 Yolo SELPA Service Plan was presented and reviewed by the members of CAC and PAC/CBO. In the 5/1/2023 public hearing, Assistant Superintendent McGrew will present the 2023-2024 SELPA Annual Service Plan to the Superintendents and seek their approval for the plan.

ASSISTANT SUPERINTENDENT RECOMMENDATION: Approve

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: 4/19/2023, Approve
LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
2023–24 Local Plan Annual Submission
Local Plan Section E: Annual Service Plan

California Education Code (EC) sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with EC sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the Code of Federal Regulations (34 CFR) Section 300.156(b), Title 5 of the California Code of Regulations (5 CCR) 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to EC sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in Attachment VI.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

☐ 330–Specialized Academic Instruction/
   Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to meet the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that they can meet the educational standards within the jurisdiction of the public agency that apply to all children. Services can be provided individually or small group and within either the special education or general education environments.
Section E: Annual Service Plan

SELPA: Yolo County SELPA  Fiscal Year: 2023–24

210–Family Training, Counseling, Home Visits (Ages 0-2 only)  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

220–Medical (Ages 0-2 only)  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Support by qualified personnel in health related concerns and procedures.

230–Nutrition (Ages 0-2 only)  Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No student in the SELPA requires this service.

240–Service Coordination (Ages 0-2 only)  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Coordination of service providers and community agencies to support the family.

250–Special Instruction (Ages 0-2 only)  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP; Providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.
Section E: Annual Service Plan

SELPA: Yolo County SELPA  Fiscal Year: 2023–24

☐ 260–Special Education Aide (Ages 0-2 only)  ■ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

No student in the SELPA requires this support at this time.

☐ 270–Respite Care (Ages 0-2 only)  ■ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

No student in the SELPA requires this support at this time.

☐ 340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

IEP team determination that student requires additional support for all or part of the day to meet their IEP goals.

☐ 350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

(Ages 3 through 5 only) Instruction delivered one-to-one or in small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

☐ 415–Speech and Language  ■ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing,
Section E: Annual Service Plan

SELPA: Yolo County SELPA  Fiscal Year: 2023–24

and consultation. Services may be direct or indirect including the use of a speech consultant.

☐ 425—Adapted Physical Education  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adaptive PE instructor to support a student’s access to general education PE.

☐ 435—Health and Nursing: Specialized Physical Health Care  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child’s licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

☐ 436—Health and Nursing: Other  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

☐ 445—Assistive Technology  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student’s needs for
Section E: Annual Service Plan

SELPA: Yolo County SELPA  Fiscal Year: 2023–24

assistive technology; selecting, designing, fitting, customizing, or repairing appropriate
devices; coordinating services with assistive technology devices; training or technical
assistance for students with a disability, the student's family, individuals providing education or
rehabilitation services, and employers.

☐ 450–Occupational Therapy  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance,
postural stability, self-help abilities, sensory processing and organization, environmental
adaptation and use of assistive devices, motor planning and coordination, visual perception
and integration, social and play abilities, and fine motor abilities. Both direct and indirect services
may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic
techniques to develop abilities; adaptations to the student's environment or curriculum; and
consultation and collaboration with other staff and parents. Services are provided, pursuant to
an IEP, by a qualified occupational therapist registered with the American Occupational
Therapy Certification Board.

☐ 460–Physical Therapy  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or
physical therapist assistant, when assessment shows a discrepancy between gross motor
performance and other educational skills. Physical therapy includes, but is not limited to,
motor control and coordination, posture and balance, self-help, functional mobility,
accessibility and use of assistive devices. Services may be provided within the classroom,
other educational settings or in the home; and may occur in groups or individually. These
services may include adaptations to the student's environment and curriculum, selected
therapeutic techniques and activities, and consultation and collaborative interventions with
staff and parents.

☐ 510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may
focus on aspects, such as educational, career, personal; or be with parents or staff members
on learning problems or guidance programs for students. Individual counseling is expected to
supplement the regular guidance and counseling program.

☐ 515–Counseling and Guidance

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

☐ 520–Parent Counseling

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child’s needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.

☐ 525–Social Worker

Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.
Section E: Annual Service Plan

SELPA: Yolo County SELPA

Fiscal Year: 2023–24

[ ] 530–Psychological

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

[ ] 535–Behavior Intervention

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

[ ] 540–Day Treatment

[ ] 545–Residential Treatment

[ ] 610–Specialized Service for Low Incidence Disabilities

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

[ ] 710–Specialized Deaf and Hard of Hearing

2023–24 CDE Local Plan Annual Submission
Section E: Annual Service Plan

SELPA: Yolo County SELPA  Fiscal Year: 2023–24

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student’s mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.

- 715–Interpreter  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

- 720–Audiological  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, as well as planning, organizing, and implementing audiology programs. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.

- 725–Specialized Vision  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student’s educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student’s classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

- 730–Orientation and Mobility  Service is Not Currently Provided
Section E: Annual Service Plan

SELPA: Yolo County SELPA  Fiscal Year: 2023-24

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

☐ 735-Braille Transcription  ■ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Braille transcription services are captured within the Specialized Vision Services in Yolo County.

☐ 740-Specialized Orthopedic  ■ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No Yolo County student requires this service at this time.

☐ 745-Reading  ■ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No Yolo County student requires this service at this time.

☐ 750-Note Taking  ■ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No Yolo County student requires this service at this time.

☐ 755-Transcription  ■ Service is Not Currently Provided
Section E: Annual Service Plan

SELPA: Yolo County SELPA  
Fiscal Year: 2023–24

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

No Yolo County student requires this service at this time.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Service is Not Currently Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>760</td>
<td>760–Recreation Service, Including Therapeutic Recreation</td>
<td></td>
</tr>
<tr>
<td>820</td>
<td>820–College Awareness</td>
<td></td>
</tr>
<tr>
<td>830</td>
<td>830–Vocational Assessment, Counseling, Guidance, and Career Assessment</td>
<td></td>
</tr>
<tr>
<td>840</td>
<td>840–Career Awareness</td>
<td></td>
</tr>
</tbody>
</table>

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil’s integration into general recreation programs, including music therapy.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.
Section E: Annual Service Plan

SELPA: Yolo County SELPA
Fiscal Year: 2023–24

☐ 850–Work Experience Education
☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

☐ 855–Job Coaching
☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

☐ 860–Mentoring
☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

☐ 865–Agency Linkages (referral and placement)
☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income).

☐ 870–Travel and Mobility Training
☐ Service is Not Currently Provided

2023–24 CDE Local Plan Annual Submission
Section E: Annual Service Plan

SELPA: Yolo County SELPA

Fiscal Year: 2023–24

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

No Yolo County student requires this service at this time.

☐ 890–Other Transition Services   ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☐ 900–Other Related Service

Pursuant to Title 5 of the California Code of Regulations (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

Description of the "Other Related Service"

Consultation for Educationally Related Mental Health

Qualifications of the Provider Delivering "Other Related Service"

Must be licensed or credentialed to provide mental health support to students.
DATE: 5/1/2023

ITEM: 5.1

TOPIC: Discuss IEP Implementation Monitoring

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( ) NO(X)

FISCAL IMPACT: None

BACKGROUND: CDE stated that the objective of the monitoring is to identify systemic issues with LEAs and help the State identify LEAs that are not providing the services promised in IEPs.

LEAs are required to have case managers and service providers track IEP service implementation for all students with an IEP from March 1, 2023, through April 28, 2023. Yolo LEAs all have access to SEIS Service Tracking.

In May, CDE will provide each LEA a randomly generated list of student names whose IEP implementation data will be reported to CDE. The number of students to be reported on depends on the number of students with disabilities in each LEA.

<table>
<thead>
<tr>
<th>Number of Students with Disabilities</th>
<th>Number of IEPs LEA Must Review</th>
<th>Percentage of IEPs Required for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-199</td>
<td>20</td>
<td>10.05%-19.80%</td>
</tr>
<tr>
<td>200-4999</td>
<td>20-500</td>
<td>10%</td>
</tr>
</tbody>
</table>
LEAs will report the service implementation data for each identified student in one of three categories.

- 100 to 95% of IEP services implemented
- 94.9 to 90% of IEP services implemented
- Less than 90% of IEP services implemented

CDE reported that they will randomly select 10% of LEAs and audit the data they submitted.

CDE indicated that students who were absent during the data collection window will be counted in this data which holds districts to a higher than legal standard.

The IEP implementation monitoring process will be an annual process.

**ASSISTANT SUPERINTENDENT RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
DATE: 5/1/2023

ITEM: 5.2

TOPIC: Discuss Alternative Pathways to Diploma

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( )   NO(X)

FISCAL IMPACT: None

BACKGROUND: As part of the 2022 California Education Budget Trailer Bill (AB 181) and effective June 30, 2022, Section 51225.31 was added to the Education Code which established a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act (ESSA). As set forth in Section 51225.31, LEAs must exempt qualifying students from any additional local diploma requirements.

This new Section 51225.31 diploma is not the same as a regular high school diploma. Students awarded a Section 51225.31 diploma must be permitted to participate in graduation ceremonies and activities with similar age peers, but such participation does not end their right to a FAPE.

CDE stated that they were developing guidance for the alternative pathway diploma in the fall. By late January CDE shifted and stated that developing state standards aligned coursework would be a local decision and that CDE would not be developing that guidance.

Members of the State SELPA decided to work on this issue in an alternative pathways community of practice. In the course of our work, we got a response
from CDE Director of Special Education, Heather Calomese that paused our work.

The following had been our understanding had been that to qualify for the alternative diploma:

- The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11, as described in subdivision (k) of Section 60640.
- The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements specified in Section 51225.3.
  - It was understood that these would be alternate achievement standards

In response to our questions, Director Calomese stated, “...At this time the AB 181 Alternate Diploma Education Code 51225.31 makes no mention of alternate achievement standards. The students who qualify for the Alternate Diploma would still need to meet and complete the state standards aligned coursework as specified in Section 51225.3.”

This set of circumstances seems to eliminate virtually all students. A student who can complete the state standards is unlikely to be in the one percent of students with significant cognitive disabilities who would take the CAA.

In a meeting at the end of March CDE stated:

- This alternative pathway to a diploma does meet the ESSA flexibilities for an alternate diploma which is a change.
- To meet the existing ed code language, LEAs determine the alignment to the state standards. Alignment can be drilled down to align as needed as long as it is aligned.
- The CDE Alternative Pathways work group met again on April 11th.
- CDE is working towards providing further clarification and resources to the field. The work group asked for the clarification by the end of April at the latest.

Program administrators were given a letter template at the last PAC/CBO meeting that was vetted by Yolo County SELPA council to review and use as they see fit to notify parents of students who may be eligible for the alternative pathways diploma.

**ASSISTANT SUPERINTENDENT RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
DATE: 5/1/2023

ITEM: 5.3

TOPIC: Discuss Compliance and Improvement Monitoring (CIM) Process

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)   NO( )

FISCAL IMPACT: None

BACKGROUND: Compliance and Improvement Monitoring (CIM) letters were sent to school districts on 3/20/2023.

The letters address the following for each LEA:

- 2022 Annual Determination under IDEA, Part B
  - Meets requirements
  - Needs assistance
  - Needs intervention
  - Needs substantial intervention
- Selection for 2023 monitoring
  - Universal
  - Targeted
  - Intensive
  - Compliance and timeline issues
    - A factor for the above selection
    - Late IEPs/initial assessments or No improvement
    - Late IEPs/Initial assessments and No Improvement
• Late IEPs are 120 days or more overdue

• Official Significant Disproportionality Determination for the 2023-2024 budget year
  o Disproportionate representation of SWD for suspension/expulsion by duration, setting, and race or ethnicity for discipline
  o Disproportionate representation of SWD by race or ethnicity by placement
  o Disproportionate representation of SWD by race or ethnicity overall
  o Disproportionate representation of SWD by race or ethnicity within a specific disability category

• Next Steps
  o CIM website and Padlet disseminated to staff at PAC meeting.
  o SELPA staff will participate on CIM review teams

**ASSISTANT SUPERINTENDENT RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
El Dorado Charter SELPA
Annotated Annual Determination Letter and Data Sheet for the 23.24 Monitoring Season

The EDCOE Charter SELPA is providing this sample Annual Determination Letter, with annotations, to assist teams in reviewing and understanding their individual Annual Determination Letters. Following the letter portion of this document, you will also find a sample Data Sheet, with annotations, to assist teams in reviewing and understanding their individual data.

For more information on Special Education Monitoring, please visit our monitoring webpage at: https://charterselpa.org/special-education-monitoring/. This page will be updated continuously as more information is received and resources are developed/made available.

From: Ginese Quann <gquann@edcoe.org>
Sent: Tuesday, March 21, 2023 8:25 AM
To: Dawnlının Thomas <dthomas@edcoe.org>
Subject: FW: Notification of 2022 Annual Determination

From: Steven Rogers <SRogers@cde.ca.gov>
Sent: Monday, March 20, 2023 4:03 PM
To: Ginese Quann <gquann@edcoe.org>
Subject: Notification of 2022 Annual Determination

(External Email)
The California Department of Education (CDE), Special Education Division, is providing this notification in accordance with the Individuals with Disabilities Education Act (IDEA), Section 616(e) and Title 34, Code of Federal Regulations (CFR) sections 300.600–604 and 300.646–300.647. This notification addresses the following:

- 2022 Annual Determination under IDEA, Part B
- Selection for 2023 Monitoring
- Official Significant Disproportionality Determination for the 2023–24 Budget Year
- Next Steps

**2022 Annual Determination under IDEA, Part B**

In accordance with IDEA Section 616(e) and 34 CFR Sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA). The CDE reviews LEA compliance, disproportionality, and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations, as follows: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

The determination for [LEA name] is Needs Assistance in meeting the requirements for the 2021–22 school year. If the LEA did not meet requirements, the LEA will be monitored by the CDE in the 2023 Monitoring Year, described in greater detail below.

**2023 Special Education Monitoring**

The CDE’s monitoring framework is a tiered system that differentiates the level of monitoring, technical assistance, and support for each LEA based on the analysis of compliance, disproportionality, performance data, and the LEA’s particular need. The framework includes three monitoring tiers: Universal, Targeted, and Intensive. LEAs that meet requirements under IDEA remain in the Universal monitoring tier and have access to resources to support continued compliance and performance. LEAs that do not meet requirements are identified for either the Targeted or Intensive monitoring tier. The CDE differentiates the levels of engagement to LEAs within the Targeted and Intensive monitoring tiers.

Beginning in the 2022 Monitoring Year, the CDE released the Compliance and Improvement Monitoring (CIM) Process to replace previous monitoring processes. The CIM Process is a four-step process designed for LEAs experiencing issues in compliance, disproportionality, and/or performance. It requires the LEA to complete activities to identify systemic issues that led to poor student outcomes and culminates in a cohesive and comprehensive improvement plan.

The CDE will continue with the CIM Process in the 2023 Monitoring Year, and LEAs – where applicable – will be identified for one monitoring tier and differentiated monitoring level within that tier.

**Identification and Selection for 2023 Monitoring Year**

The CDE reviews data submitted by the LEA to the state to determine their monitoring tier and level based on LEA overall performance in meeting the needs of students with disabilities in a number of areas including academic achievement, student success, school climate, disproportionality, and compliance with regulatory requirements.
Based on these analyses, [redacted] will be monitored in the following monitoring tier and differentiated monitoring level in the 2023 Monitoring Year:

**Monitoring Tier and Differentiated Monitoring Level**

Targeted Level 3 for School Age

Please follow the link to see the data associated with your selection in the above-identified monitoring tier and level, and additional data that will help inform the monitoring and planning process:

[Link redacted for privacy]

LEAs identified for the Universal monitoring tier are not required to participate in the CIM Process, nor address any compliance concerns. LEAs identified for the Targeted monitoring tier, Compliance Only are not required to participate in the CIM Process, but are required to correct any identified noncompliance.

LEAs identified as Levels 1, 2 or 3 in either the Targeted or Intensive monitoring tier must participate in the CIM Process and, where applicable, also address any compliance and timeliness issues identified below.

**Compliance and Timeliness Issues**

As a factor for identification and selection for monitoring reflected above, the CDE assesses an LEA in several key timeline areas. Related to an LEA’s timeliness in individualized education programs (IEPs) and holding initial assessments, the CDE compares previous school year to current school year student-level data to assess if an LEA is positioned within one of three areas of timeliness concern, as follows:

- **Any Late IEPs/Initial Assessments**: LEAs that have any overdue IEPs or assessments will need to review their local data systems to work to schedule the necessary IEPs, where applicable. The CDE will review the data again based on the End of Year Certified CALPADS submission. The CDE expects the LEA to review any and all noncompliance within their local system and correct any noncompliance before the end of year for CALPADS. Any outstanding noncompliance will be considered overdue and your Focused Monitoring Technical Assistance consultant will work with you to correct noncompliance in accordance with 34 CFR section 300.600(e).

- **Late IEPs/Initial Assessments or No Improvement**: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments or have not made progress to reduce the number of students waiting on IEPs or assessments as of February 10, 2023, will need to review their local data, access technical assistance resources provided by SELPAs to support LEAs, and hold the overdue IEP meeting. If a late or overdue IEP meeting results in a determination that the student needs a new or increased level of service, the LEA should consider whether the student needs compensatory education.

**Late IEPs/Initials Assessments and No Improvement**: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments and have not made progress to reduce the number of
students waiting on IEPs or assessments as of February 10, 2023, will need to review their local data, receive technical assistance provided by SELPAs to support LEAs, and hold the overdue IEP meeting. If a late or overdue IEP meeting results in a determination that the student needs a new or increased level of service, the LEA should consider whether the student needs compensatory education.

Based on compliance data analyses, [LEA] has a timeliness issue in the following area:

<table>
<thead>
<tr>
<th>Timeliness Issue Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late IEPs/Initial Assessments or No Improvement</td>
</tr>
</tbody>
</table>

**Official Significant Disproportionality Determination for the 2023–24 Budget Year**

This section serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2023 Monitoring Year, impacting the 2023–24 budget year.

Each year, the CDE is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) in the following areas:

- Disproportionate representation of SWD for suspension/expulsion by duration, setting, and race or ethnicity for discipline
- Disproportionate representation of SWD by race or ethnicity by placement
- Disproportionate representation of SWD by race or ethnicity overall
- Disproportionate representation of SWD by race or ethnicity within a specific disability category

Pursuant to federal requirements under the IDEA and 34 CFR sections 300.646–647, LEAs are identified as Significantly Disproportionate if the LEA is identified as disproportionate in the same area for three consecutive years.

[LEA] has been identified as not Significantly Disproportionate. If the LEA has been identified as Significantly Disproportionate, please follow the link to see the data associated with your identification: No Data to Review.

LEAs identified as Significantly Disproportionate are monitored under the Intensive monitoring tier and participate in the CIM Process described above. Additionally, LEAs identified as Significantly Disproportionate are required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services for the 2023-24 budget year. More information about the next steps for LEAs identified for the Intensive monitoring tier, and specifically for Significant Disproportionality, can be found on the CIM Website at [https://www.cde.ca.gov/sp/se/qa/cimprocess.asp](https://www.cde.ca.gov/sp/se/qa/cimprocess.asp).

**Next Steps**

The CDE will provide a detailed introduction to LEAs in each monitoring tier at
If selected for Targeted or Intensive Monitoring, you must attend an informational webinar hosted by CDE - the monitoring levels and corresponding date/times for the webinars can be found here.

<table>
<thead>
<tr>
<th>Monitoring Tier</th>
<th>Webinar Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive (All Levels)</td>
<td>March 28, 2023 at 9am</td>
</tr>
<tr>
<td></td>
<td>March 29, 2023 at 1pm</td>
</tr>
<tr>
<td>Significant Disproportionality</td>
<td>March 30, 2023 at 10am</td>
</tr>
<tr>
<td>Targeted Levels 1 and 2</td>
<td>March 27, 2023 at 1pm</td>
</tr>
<tr>
<td>Targeted Level 3</td>
<td>March 27, 2023 at 9am</td>
</tr>
</tbody>
</table>

Please visit the CIM website at [https://www.cde.ca.gov/sp/se/ga/cimprocess.asp](https://www.cde.ca.gov/sp/se/ga/cimprocess.asp) for more information on the CIM process and the support team assigned to your LEA.

The CDE looks forward to supporting LEAs’ efforts under the IDEA to improve outcomes for SWD. We hope this communication is a helpful overview of the monitoring you can expect to see from the CDE in the coming months. If you have any questions or concerns, please reach out to me by email at CDESPEDDIRECTOR@cde.ca.gov.

I look forward to our continued partnership and collaboration in the future and truly appreciate your dedication and support for all children in California.

Sincerely,

/ls/

Heather Calomese, Director

Special Education Division

HC:sdb

cc: Ginese Quann; FMTA
If your LEA is selected into Tiered Monitoring, you will have access to a data sheet that will provide you with more information on your LEA’s performance on the various indicators, and which indicators resulted into selection into Tiered Monitoring. The link to your LEA’s individual data sheet can be found within your Annual Determination letter, under the box where your LEA’s monitoring tier is identified.

Compliance and Improvement Monitoring Process Data and Information

The California Department of Education (CDE) reviews data submitted by the local educational agency (LEA) to the state to determine an LEA’s monitoring tier and level. Based on analyses, an LEA is identified for, and monitored under, a monitoring tier and differentiated monitoring level.

The CDE provides detail on the identification and selection for the monitoring tier and level, as well as other relevant data to help the LEA during the Compliance and Improvement Monitoring (CIM) process. LEAs will use this information to ensure that improvement is focused on implementing high leverage activities that will result in wide-reaching, positive impacts for their students with disabilities.

<table>
<thead>
<tr>
<th>Monitoring Tier and Level: Targeted Level 3 for School Age</th>
<th>Data Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive for Preschool Age</td>
<td>No</td>
</tr>
<tr>
<td>Intensive for School Age</td>
<td>Yes</td>
</tr>
<tr>
<td>Targeted/Performance</td>
<td>For Informational Purposes Only</td>
</tr>
<tr>
<td>Disproportionality (2022-23 Data Year)</td>
<td>Not Disproportionate</td>
</tr>
<tr>
<td>Significant Disproportionality (2019-20, 2020-21, 2021-22 Data Years)</td>
<td>Not Significantly Disproportionate</td>
</tr>
</tbody>
</table>

The Tier of Monitoring for which the LEA was selected is repeated at the top of this table.

This is a list of the data that will be included or not included in the following pages. “Intensive” data will appear for LEAs selected for either Intensive Monitoring or Targeted Level 3. The Targeted/Performance data is informational-only for Targeted 3 LEAs because the Intensive level’s methodology of “ranking” is used to determine selection into Targeted 3. Whereas, for Targeted 1 and 2, the method involves simply determining if an LEA met targets.

If your LEA previously completed a CIM Plan in 2022 and is implementing the plan in 2023

The LEA will review this data to 1) understand the LEA’s current monitoring tier and level and 2) determine if any adjustments or changes are needed to the CIM Plan to maximize the impact of your improvement activities. Please review with your CIM team and work with your CDE monitoring consultant if you intend to make changes or refinements to your plan.

If your LEA does not have a current CIM Plan, and is starting the CIM process in 2023

The LEA will review this data to understand the LEA’s current monitoring tier and level. Additionally, the LEA will review the data with the CIM team as a starting point for CIM Step 1: Gather and Inquire. Additional information will be provided in future webinars and trainings.

The section above suggests that if your LEA was selected for tiered monitoring and developed a CIM in the fall, participation this year will be focused considering and adjusting that plan. However, if the LEA is newly selected this year and does not have a CIM plan, they will complete all phases of the CIM process.
# 2022-23 Intensive Review Data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Selection Element</th>
<th>Data Year (21-22)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>3c</td>
<td>ELA Proficiency</td>
<td>13.89%</td>
<td>5</td>
</tr>
<tr>
<td>3c</td>
<td>Math Proficiency</td>
<td>0.00%</td>
<td>1</td>
</tr>
<tr>
<td>5a</td>
<td>LRE Regular Class 80% or more</td>
<td>65.79%</td>
<td>6</td>
</tr>
<tr>
<td>5b</td>
<td>LRE Regular Class less than 40%</td>
<td>6.84%</td>
<td>8</td>
</tr>
<tr>
<td>Dashboard</td>
<td>Suspension Rate</td>
<td>3.37%</td>
<td>7</td>
</tr>
<tr>
<td>DataQuest</td>
<td>Chronic Absenteeism Rate</td>
<td>28.57%</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sum of Ranking</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Possible (Number of Valid Indicators multiplied by 10)</td>
<td>60</td>
</tr>
<tr>
<td>Percent (Sum of Ranking divided by Total Possible)</td>
<td>58.33%</td>
</tr>
</tbody>
</table>

**Targeted Level 3 for School Age**

**NOTE:** "No Data" means that the LEA had no data in the Data Source.

LEAs selected for Intensive Monitoring or Targeted 3, will see a data sheet like this. It demonstrates how the LEA performed on the targets listed above, and assigns a rank. The rank is on a scale of 1-10. The higher the number, the BETTER the rank.

A calculation is then performed to provide a total score. LEAs with scores that fall within the bottom 11-20% of scores state-wide are selected for Targeted 3. LEAs in the bottom 2-10% of scores will be selected into Intensive Monitoring. Because this LEA was selected for Targeted 3- we can assume that the score of 58.33% fell within the bottom 11 to 20% of scores state-wide.
### 2022-23 Targeted Review Data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Selection Element</th>
<th>Data Year (21-22)</th>
<th>Target</th>
<th>Target Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dashboard</td>
<td>Graduation Rate</td>
<td>High</td>
<td>&gt; Very Low</td>
<td>YES</td>
</tr>
<tr>
<td>2</td>
<td>Dropout Rate</td>
<td>4.44%</td>
<td>≤10%</td>
<td>YES</td>
</tr>
<tr>
<td>Dashboard</td>
<td>ELA Academic Performance</td>
<td>Very Low</td>
<td>&gt; Very Low</td>
<td>NO</td>
</tr>
<tr>
<td>Dashboard</td>
<td>Math Academic Performance</td>
<td>Very Low</td>
<td>&gt; Very Low</td>
<td>NO</td>
</tr>
<tr>
<td>Dashboard</td>
<td>Suspension</td>
<td>Medium</td>
<td>&gt; Very Low</td>
<td>YES</td>
</tr>
</tbody>
</table>

#### 5a
- LRE Regular Class 80% or more: 65.79%
- ≥60% YES

#### 5b
- LRE Regular Class less than 40%: 6.84%
- <18% YES

#### 5c
- LRE Separate School: 0.53%
- <3.2% YES

#### 6a
- LRE Regular Class: .
- ≥41% NA

#### 6b
- LRE Separate Schools: .
- <31% NA

#### 6c
- LRE Home: .
- <3.5% NA

#### 8
- Parent Involvement: 97.20%
- 95.5% YES

#### 14a
- Higher Education: 33.33%
- ≥56.0% NO

#### 14b
- Competitive Employment: 100.0%
- ≥76.5% YES

#### 14c
- Any Education/Employment: 100.0%
- ≥87.5% YES

| Child Find | 8.10% | ≥8.07% | YES |

#### Total Target Not Met
- 3 Not Met

---

You can find more information on each of the indicators above, including where the data comes from and how it is calculated, by referencing the "SIL SPPI Guide" and "Notable Amendments" document which are linked on the Special Education Monitoring webpage on the Charter SELPA website, which is referenced at the top of this document.

As mentioned previously, this table is being provided for informational purposes only, because this LEA was selected for Targeted 3 based on the ranking system used for Intensive Monitoring.

If an LEA was selected for Targeted 1 or 2, this table would help the LEA to understand which indicators resulted in them being selected for tiered monitoring. In this case, the LEA did not meet targets for ELA and Math performance, and the post-secondary indicator for Higher Education.
DATE: 5/1/2023

ITEM: 5.4

TOPIC: Discuss CAC Annual Awards Recipients

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)  NO( )

FISCAL IMPACT: None

BACKGROUND: The Yolo County SELPA Community Advisory Committee (CAC) looks forward to its annual presentation of awards for outstanding service to children and/or adults with special needs in Yolo County.

Awards will be presented to individuals who may be school employees, parents, volunteers, students, or agency professionals that have shown exceptional dedication, effort, and/or commitment to serve children and/or adults with special needs.

The awards ceremony will be held at The YCOE Conference Center on May 8, 2023, at 6:00 and dinner will be served.

Please consider joining us for this joyful event celebrating some of the positive things going on in Yolo County.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
2023 CAC Award Recipients:

Alexia Vasquez, Peer
Jake Abenojar, Peer
Marley Michel, Peer
Remy Glovin, Teacher
Kate Warde Diezel, Educational Specialist
Jennifer Schrimsher, Education Specialist
Jonathan Penaloza, Speech Pathologist
Winters High School Special Ed.
Instructional Assistant Team
Brenda Michelis, Paraeducator
Nicole Richardson, Teacher
Monica Phillips, School Psychologist

Davis Jt. Unified School District
Davis Jt. Unified School District
Davis Jt. Unified School District
Davis Jt. Unified School District
Esparto Unified School District
Washington Unified School District
Washington Unified School District
Winters Jt. Unified School District
Woodland Jt. Unified School District
Woodland Jt. Unified School District
Yolo County Office of Education

Date: Monday, May 8, 2023, 6:00-8:30 PM
Location: Yolo County Office of Education Conference Center, 1280 Santa Anita Ct. Suite 120, Woodland
Open to all members of the community!
DATE: 5/1/2023

ITEM: 6.1

TOPIC: Consider YCOE Administrative Positions

PURPOSE: Action

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)   NO( )

FISCAL IMPACT: See Attachments

BACKGROUND: YCOE Director of Special Education, Marty Remmers, proposed the addition of 1.0 FTE for a principal position and an additional .4 FTE Program Specialist III.

The new principal would oversee the following programs:

- West Sacramento Multiple Disability program
- Plainfield DHH
- Itinerant DHH

The additional .4 FTE of program specialist would oversee the YCOE Infant Program.

Currently the principal of Greengate is also the principal of the Infant Program, and Plainfield DHH/Itinerant DHH. This proposal makes the Greengate principalship a 1.0 FTE position.

The additional FTE will allow additional administrative oversight of the programs that serve some of Yolo County’s highest need students.
Proposal to Add a Principal Position to the Special Education Department
Yolo County Office of Education (YCOE)

Submitted By: Marty Remmers

March 15, 2023
Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal to Add a Principal Position to the Special Education Department</td>
</tr>
<tr>
<td>Questions and Answers Related to the Position of Principal</td>
</tr>
<tr>
<td>Appendix</td>
</tr>
</tbody>
</table>

- Job Description for the Position of Principal
- Enrollment Trends- YCOE Programs
- Financial Impact of new Principal Position
Proposal to Add a Principal Position to the YCOE Special Education Department

Request
The Director for the Yolo County Office of Education Special Education Department is requesting approval to add a Principal Position to the Special Education Department. The position will report directly to the YCOE Director of Special Education.

Rationale
To better meet the needs of the department, staff, and students, the director of special education for The Yolo County Office of Education is recommending a departmental re-organization. Central to that re-organization will be the addition of a new Principal position for the following reasons:

- The job duties and responsibilities as Greengate School Principal have increased and intensified in recent years.

- Student behavior concerns have increased and intensified in recent years.

- The teacher shortage has required the site Principal to serve as a substitute teacher far too often.

- The number of IEP meetings Principals are required to attend have increased to the point that they are, at times, unmanageable.

- Currently there are two Principals assigned to manage nine programs and that number needs to be reduced.

- Student enrollment at Greengate School has increased from 52 students in 2019-2020 to 73 students in 2022-2023.

- The workload for the current YCOE Principals (2) has increased, but the staffing has not increased in a commensurate fashion.
### Staffing
The following table illustrates current and proposed administrative staffing.

<table>
<thead>
<tr>
<th>Current Staffing</th>
<th>Proposed Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal One</strong></td>
<td><strong>Principal One</strong></td>
</tr>
<tr>
<td>- Horizon Program</td>
<td>- Horizon Program</td>
</tr>
<tr>
<td>- MD Programs- West Sacramento</td>
<td>- Cesar Chavez- RSP Program</td>
</tr>
<tr>
<td>- Cesar Chavez- RSP Program</td>
<td>- Adult Living Skills (Davis)</td>
</tr>
<tr>
<td>- Adult Living Skills (Davis)</td>
<td></td>
</tr>
<tr>
<td>- Winters PK Program</td>
<td></td>
</tr>
<tr>
<td><strong>Principal Two</strong></td>
<td><strong>Principal Two</strong></td>
</tr>
<tr>
<td>- Greengate School</td>
<td>- Greengate School</td>
</tr>
<tr>
<td>- Infant Program</td>
<td></td>
</tr>
<tr>
<td>- Deaf and Hard of Hearing Program at Plainfield</td>
<td></td>
</tr>
<tr>
<td>- Itinerant Deaf and Hard of Hearing Program</td>
<td></td>
</tr>
<tr>
<td><strong>Principal Three</strong></td>
<td></td>
</tr>
<tr>
<td>- Deaf and Hard of Hearing Program at Plainfield</td>
<td></td>
</tr>
<tr>
<td>- Itinerant Deaf and Hard of Hearing Program</td>
<td></td>
</tr>
<tr>
<td>- MD- Programs- West Sacramento</td>
<td></td>
</tr>
<tr>
<td>- Winters PK Program</td>
<td></td>
</tr>
<tr>
<td><strong>Program Specialist III/Administrator</strong></td>
<td></td>
</tr>
<tr>
<td>- Infant Program</td>
<td></td>
</tr>
<tr>
<td>- IEEP Grant</td>
<td></td>
</tr>
<tr>
<td>- New Staff Support</td>
<td></td>
</tr>
<tr>
<td>- Curriculum/Instructional Support</td>
<td></td>
</tr>
</tbody>
</table>
Questions and Answers Related to the Position of Principal

How will the Position be Funded?
This position will be funded by the already established SELPA funding model for YCOE programs.

Where Will the Position be Housed?
We are in the process of determining a location for this position to be housed (Pending—TBD).

What tasks or duties will this person/position be asked to complete?
As outlined in the Principal's job description, selected duties will include, but not be limited to, the following:
- Supervise and evaluate assigned personnel. Recruits permanent and substitute staff.
- Ensure program effectiveness and student engagement.
- Oversee/manage budgets for assigned programs.
- Chairs meetings (e.g., IEP meetings, curriculum, safety, site advisory,) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.
- Represents the school within community forums for the purpose of communicating information, gaining feedback, and ensuring adherence to established internal controls.

What is the anticipated start date for this new Principal position?
The anticipated start date for this new Principal position is 07/01/2023.

What is the salary range for this position?
The salary range for this position is $106,115 to $148,112 annually.

With this proposal, the Director of Special Education is requesting to add a Principal position to the Special Education Department of YCOE. If you have any questions about this proposal, please contact Marty Remmers at 530-668-3789 or Marty.Remmers@ycoe.org.
Appendix
Principal, Special Education

Purpose Statement
The job of Principal, Special Education is done for the purpose/s of providing support to the instructional process with specific responsibility for directing special education operations, services, and staff in support of the Yolo County Office of Education, schools and programs; providing information and serving as a resource to others; enforcing established policies and regulatory requirements related to special education; coordinating activities; and addressing issues, situations and/or problems that arise on campus or with enrolled students.

This job is distinguished from similar jobs by the following characteristics: In addition to serving as the instructional leader of a special education school site, this position has supervisory responsibilities for the First Step Infant Program (Home-Based); classes on comprehensive sites for students ranging in age 3 to 22 years; and extended school year programs.

This job reports to Director, Special Education

Essential Functions
Assists in developing budgets and financial forecasts (e.g. staff expenses, equipment and materials, professional development, etc.) for the purpose of providing financial guidance and recommendations to administrative personnel, Superintendent and/or governing Board.

Chairs meetings (e.g. supports Individualized Education Planning (IEP) meetings regarding placement, services; curriculum, safety, site advisory, special district committees, etc.) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.

Delegates responsibility for a variety of administrative functions to school staff for the purpose of managing the workload more efficiently.

Evaluates assigned personnel (e.g. interviews and selects employees, training and coaching, disciplinary actions, Professional Development Plans, etc.) for the purpose of ensuring that standards are achieved and performance is maximized.

Facilitates communication between personnel, students, parents and/or community partner agencies (e.g. discuss, plan, mitigate, resolve and support, etc.) for the purpose of evaluating situations, solving problems and/or resolving conflicts.

Implements policies, procedures and/or processes (e.g. directs the provisions of special education services; manages services and activities of multiple special day classes and itinerant special education services for students including services for visual, deaf or hard-of-hearing, orthopedic impairments, medical fragility, autism, or other disabling conditions; IEP and 504 accommodations, placements and/or services; develops, plans and oversees procedures for school-wide emergency procedures, annual and special events and projects, etc.) for the purpose of providing direction and/or complying with mandated requirements.

Manages assigned programs and/or departmental responsibilities (e.g. Safe School Plan, etc.) for the purpose of ensuring and monitoring compliance and needs of healthy, safe environments and curriculum per established guidelines.

Manages school administrative functions (e.g. facility maintenance and campus needs, budget, staffing and substitute assignments, transportation needs, student support, oversight to safety compliance of IEP's, etc.) for the purpose of maintaining safe and efficient school operations within district guidelines.

Performs personnel functions (e.g. recruiting substitute and permanent staff, orientation, training, development opportunities, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
Prepares a wide variety of materials (e.g., quantity reports, student activities, correspondence; communications with departments and districts to assure timely and compliant services such as transportation, nutrition, support operations, fiscal and HR, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

Presents information (e.g., budget overviews, public relations initiatives such as facility tours, brochure distribution, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.

Represents the school within community forums (e.g., makes presentations to boards and commissions, etc.) for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to school environment.

Researches additional funding sources for the purpose of maintaining the efficient operation of the school including special projects.

Supervises school personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

**Other Functions**
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

**SKILLS** are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: planning and managing projects; using pertinent software applications; preparing and maintaining accurate records; administering personnel policies; written and verbal communication; and planning and monitoring.

**KNOWLEDGE** is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: pertinent codes, policies, regulations and/or laws; conflict resolution; bookkeeping principles, and concepts of management and supervision; special education laws and curriculum; and best practices and local, state and national resources.

**ABILITY** is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; setting priorities; working as part of a team; working with frequent interruptions; creating a positive school climate for students, staff and community; motivating staff; adapting to changing work priorities; and project planning.

**Responsibility**

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing multiple departments; directing the use of budgeted funds within a work unit. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience with increasing levels of responsibility is required.
Education: Bachelors degree in job-related area.
Equivalency:

**Required Testing:**

**Continuing Educ. / Training:**
Maintains Certificates and/or Licenses

**Certificates and Licenses**
Administrative Services Credential
Valid Driver's License & Evidence of Insurability

**Clearances**
Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance

**FLSA Status**
Exempt

**Approval Date**
6/21/2017

**Salary Grade**
120
YCOE Programs- Enrollment 2017-Present

Greengate

17-18 18-19 19-20 20-21 21-22 22-23

Greengate  Horizon  DHH  West Sac-MD  ALS  Chavez
YCOE Programs

- The YCOE infant program is currently serving 46 infants across Yolo County, with 5 referrals currently being processed. This caseload number is consistent with past years, for example in March of 2020 the YCOE infant team was serving 43 children across the county, with 12 in process at that time.
- Our DHH itinerant program currently serves 54 students with direct services, has consultation services for 76 students across the SELPA, and serves 18 students in the SELPA who are on 504 plans (148 students total).
- Overall, our 2 administrators currently oversee programs that serve 389 students across all county programs. DIS services such as VI, OM, ERMHS, APE, and AT are not included in this count, as the Director oversees these programs.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td>Benefits</td>
<td>Benefits</td>
<td>Benefits</td>
<td>Benefits</td>
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</tr>
<tr>
<td>Daily Rate (215 days)</td>
<td>Daily Rate (215 days)</td>
<td>Daily Rate (215 days)</td>
<td>Daily Rate (215 days)</td>
<td>Daily Rate (215 days)</td>
<td>Daily Rate (215 days)</td>
</tr>
<tr>
<td>$802.65</td>
<td>$199.07</td>
<td>$604.58</td>
<td>$100.00%</td>
<td>$0</td>
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</tr>
<tr>
<td>$900.00</td>
<td>$900.00</td>
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<tr>
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Winters Pre-K
MD WSC
INT HH
DHH
Account Classes
Includes Phone Support $100.00, $83.33 Degree
Principal (Range 120 Step 5-7)
Special Ed AB602
Principal 23.24
Proposal to Add a .4 FTE Program Specialist III/Administrator to the Special Education Department
Yolo County Office of Education (YCOE)

Submitted By: Marty Remmers

March 15, 2023
Table of Contents

Proposal to Add a .4 FTE Program Specialist III/Administrator Position to the Special Education Department........................................................................................................3

Questions and Answers Related to the Program Specialist III/Administrator ......................... 5

Appendix................................................................................................................................6
  • Job Description for the Position of Program Specialist III/Administrator
  • Enrollment Trends- YCOE Programs
  • Financial Impact of new Program Specialist III/ Administrator Position
Proposal to Add a Program Specialist III/Administrator Position to the YCOE Special Education Department

Request
The Director for the Yolo County Office of Education Special Education Department is requesting approval to add a .4 Program Specialist III/Administrator Position to the Special Education Department. The position will report directly to the YCOE Director of Special Education.

Rationale
To better meet the needs of the department, staff, and students, the director of special education for The Yolo County Office of Education is recommending a departmental re-organization. Central to that re-organization will be the addition of a new .4 Program Specialist III/Administrator position for the following reasons:

- The job duties and responsibilities as Greengate School Principal have increased and intensified in recent years.
- Student behavior concerns have increased and intensified in recent years.
- The teacher shortage has required the site Principal to serve as a substitute teacher far too often.
- The number of IEP meetings Principals are required to attend have increased to the point that they are, at times, unmanageable.
- Currently there are two Principals assigned to manage nine programs and that number needs to be reduced.
- Student enrollment at Greengate School has increased from 52 students in 2019-2020 to 73 students in 2022-2023.
- The workload for the current YCOE Principals (2) has increased, but the staffing has not increased in a commensurate fashion.
Staffing
The following table illustrates current and proposed administrative staffing.

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<thead>
<tr>
<th>Current Staffing</th>
<th>Proposed Staffing</th>
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<tr>
<td>• Horizon Program</td>
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</tr>
<tr>
<td>• Winters PK Program</td>
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<td>Principal Two</td>
<td>Principal Two</td>
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<tr>
<td>• Infant Program</td>
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<tr>
<td>• Deaf and Hard of Hearing Program at Plainfield</td>
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<td>• Itinerant Deaf and Hard of Hearing Program</td>
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<tr>
<td>Principal Three</td>
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<tr>
<td>• Deaf and Hard of Hearing Program at Plainfield</td>
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<td>• Winters PK Program</td>
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<tr>
<td>• Infant Program</td>
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<td>• IEEP Grant</td>
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<td>• New Staff Support</td>
<td></td>
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<tr>
<td>• Curriculum/Instructional Support</td>
<td></td>
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</table>
Questions and Answers Related to the Position of Principal

How will the Position be Funded?
This position will be funded by the already established SELPA funding model for YCOE programs.

Where Will the Position be Housed?
This position will be housed at the YCOE Santa Anita Office.

What tasks or duties will this person/position be asked to complete?
As outlined in the Program Specialist III/Administrator job description, selected duties will include, but not be limited to, the following:
- Supervise and evaluate assigned personnel. Recruits permanent and substitute staff.
- Ensure program effectiveness and student engagement.
- Oversee/manage budgets for assigned programs.
- Chairs meetings (e.g. IEP meetings, curriculum, safety, site advisory,) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.
- Represents the school within community forums for the purpose of communicating information, gaining feedback, and ensuring adherence to established internal controls.

What is the anticipated start date for this new Principal position?
The anticipated start date for this new Program Specialist III/Administrator position is 07/01/2023.

What is the salary range for this position?
The salary range for this position is $91,659 to $122,554 annually.

With this proposal, the Director of Special Education is requesting to add a Program Specialist III/Administrator position to the Special Education Department of YCOE. If you have any questions about this proposal, please contact Marty Remmers at 530-668-3789 or Marty.Remmers@ycoe.org.
Appendix
Program Specialist III/Administrator – Special Education

Purpose Statement

The job of Program Specialist III/Administrator – Special Education is done for the purpose/s of coordinating assigned special education program components and related activities by serving as a liaison with district administrators, teachers and support staff; providing information to others; and implementing and maintaining services within established guidelines and standards.

This job reports to Director, Special Education

Essential Functions

Assists with personnel functions (e.g. participates in selection and training of assigned staff, orients and coaches new staff, serves as the trainer, coach and liaison for Special Education Information System (SEIS) related issues, gives input into employee evaluations, etc.) for the purpose of enhancing productivity of personnel and ensuring that objectives of Special Education programs are achieved within budget.

Collaborates with district personnel and external agencies (e.g. monitor compliance with the IEP process, documents and reports; serves as liaison between LEA representatives, including administration and program specialists and Yolo County Office of Education (YCOE) Special Education administration regarding potential student placements, integration and inclusion opportunities, etc.) for the purpose of implementing and maintaining services and/or programs.

Coordinates contracted services, program components, support needs and material (e.g. works with SELPA to support common and overlapping needs within the SELPA and in YCOE exclusive programs, etc.) for the purpose of delivering services in compliance to established guidelines.

Develops proposals, new programs, budget and grants (e.g. workability grant and classroom expenditures; workability budget for YCOE, etc.) for the purpose of meeting District goals.

Evaluates and supervises assigned staff for the purpose of ensuring that standards are achieved and performance is maximized.

Evaluates programs and/or projects (e.g. curriculum that aligns with Common Core, etc.) for the purpose of carrying out and achieving objectives within area of responsibility.

Facilitates meetings, processes, etc. (e.g. training for special education teachers, paraeducators, and other administrative or managerial staff; intern selection committee; DHH Parent Committee, etc.) for the purpose of implementing and maintaining programs and services which achieve district's desired objectives.

Implements assigned programs and/or projects (e.g. college and career readiness, etc.) for the purpose of conforming to district and state curriculum and/or instructional objectives.

Maintains a variety of manual and electronic files and/or records (e.g. needs assessments for materials, supplies, and training, etc.) for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.

Monitors assigned district activities and/or program components (e.g. compliance for IEP’s, budgets, testing, and reports, etc.) for the purpose of coordinating activities and ensuring compliance with established financial, legal and/or administrative requirements.

Prepares a wide variety of written materials (e.g. reports, student activities, correspondence, internal audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
Presents information on a variety of topics (e.g. serves as administrator's designee for IEP meetings; creates trainings for staff and topics; consultation, mentoring and coaching to special education staff regarding academic and functional skills curriculum and individualized student needs; pre-service and in-service trainings for internal/external, etc.) for the purpose of communicating information and/or gaining feedback.

Researches a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of program requirements.

**Other Functions**
Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; facilitating meetings; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: special education laws and regulations; instructional procedures and practices; conflict resolution; and concepts of grammar, spelling and punctuation.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; managing multiple projects; adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with frequent interruptions.

**Responsibility**
Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; supervising the use of funds. Utilization of resources from other work units is often required to perform the job’s functions. There is some opportunity to significantly impact the organization’s services.

**Work Environment**
The usual and customary methods of performing the job’s functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing:**

**Continuing Educ. / Training:**
Maintains Certificates and/or Licenses

**Certificates and Licenses**

Administrative Services Credential
Valid Driver’s License & Evidence of Insurability

**Clearances**

Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance
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YCOE Programs - Enrollment 2017-Present

Greengate

© DHHWestsac-MDALSChavez
The YCOE infant program is currently serving 46 infants across Yolo County, with 5 referrals currently being processed. This caseload number is consistent with past years, for example in March of 2020 the YCOE infant team was serving 43 children across the county, with 12 in process at that time.

Our DHH itinerant program currently serves 54 students with direct services, has consultation services for 76 students across the SELPA, and serves 18 students in the SELPA who are on 504 plans (148 students total).

Overall, our 2 administrators currently oversee programs that serve 389 students across all county programs. DIS services such as VI, OM, ERMHS, APE, and AT are not included in this count, as the Director oversees these programs.
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DATE: 5/1/2023

ITEM: 6.2

TOPIC: Consider Revised AB602 Allocation Plan

PURPOSE: Action

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)  NO( )

FISCAL IMPACT: See Attachments

BACKGROUND: It is Yolo SELPA’s goal to ensure that all students in Yolo County have equitable access to high quality special education services. It is especially important that the SELPA governance team takes steps to ensure that students in the small LEAs continue to have equitable access to services and programs.

The current Local Plan that was developed and approved cooperatively by member LEA parents, staff and superintendents includes Policy 3100.72, the Mental Health Funds Allocation Plan.

Two protections built into the Local Plan for Yolo LEAs are the Residential Cost Pool and the Small District Supplement. The Residential Cost Pool acts as a form of insurance and can be accessed by all LEAs. The Small District Supplement acts to level the playing field for Esparto and Winters since the ADA calculation would not generate enough mental health dollars to appropriately address the needs of their students.

Current SELPA mental health funds allocation plan:

- Retains $300k for Residential Cost Pool
- 1st time residential IEP placements
- LEAs apply for full or partial reimbursement depending on demand

- Small District Supplement of up to $75,000
  - Esparto and Winters
  - Reimbursement model

- Unused funds from Residential Cost Pool & Small district Supplement allocated to LEAs
  - Every fiscal year based on prior year’s P2 ADA

Starting 7/1/2023 ERMHS funds will flow directly to LEAs. This will have a negative financial impact on our small LEAs unless we take action to continue to protect and support our small LEAs and the students they serve.

Solution to protect the students in our small LEAs:

- Amend the SELPA AB602 Allocation policy to continue to protect the small LEAs in the Yolo SELPA in the area of mental health funding to ensure that all students have access to the mental health services they need.

  Reserve $300,000 from AB602 funds to fund the Residential Cost Pool and create an AB 602 Mental Health Small District Supplement of $75,000 for each small district.

- This plan maintains the current funding levels for all LEAs and protects the small LEAs in the SELPA and their students.

**ASSISTANT SUPERINTENDENT RECOMMENDATION:** Approve

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** 4/19/2023, Approve
A. ALLOCATION METHODOLOGY

1. For the purposes of this section, revenue is defined to be those funds received by the SELPA Administrative Unit (AU), including: state aide, special education property taxes, and the federal Individuals with Disabilities Education Act (IDEA) Basic Local Assistance grant. This is intended to encompass all AB 602 base plus ongoing equalization, (Cost of Living Adjustment (COLA), growth and Special Disability Adjustment funding, excluding AB 602 program funds and low incidence funds. For the purposes of this section, this will be referred to as the AB 602 apportionment.

2. The SELPA AU is the designated recipient of the AB 602 apportionment on behalf of the member Local Education Agencies (LEAs). All references to LEA(s) shall include any member LEA charter school(s). The AB 602 Allocation Plan does not apply to non-LEA charter schools which are considered to be a school of the chartering LEA for purposes of special education.

3. In this section, revenue does not include specific grants allocated to the SELPA AU by the State of California, nor does it include federal grants, except the IDEA Basic Local Assistance grant allocated to the SELPA AU. Additionally, revenue does not include those funds allocated directly to a SELPA member by any agency including, but not limited to grants, Medi-Cal billings, revenue limits, and block grants.

4. For the 2018-2019 fiscal year, an implementation factor of 75% will be applied to the AB 602 Allocation Plan methodology. Full implementation of the AB 602 Allocation Plan methodology will begin in the 2019-2020 school year.

B. OVERVIEW

1. The Yolo County SELPA Joint Program Administrators’ Committee/Chief Business Official (PAC/CBO) Advisory Committee has identified Regional Priority Allotment Programs and designated Yolo County Office of Education (YCOE) to operate said programs. Regional Priority Allotment Programs will be funded with AB 602 apportionment off the top.

2. Esparto Unified School District and Winters Joint Unified School District annually will receive a small district supplement, up to $300,000, which will be allocated based on
prior year’s P2 Average Daily Attendance (ADA). Small district supplement funds may be used for: residential placement expenditures; fee for service program expenditures; and/or legal fees. In a given year, if Winters or Esparto do not need the entire $300,000 small district supplement, unallocated funds would be rolled into the Nonpublic School (NPS) Reimbursement Pool.

3. Esparto Unified School District and Winters Joint Unified School District annually will receive a Mental Health Small District Supplement of up to $75,000 respectively. Annually, Winters and Esparto will demonstrate their need for the Mental Health Small District Supplement by submitting a year-end reconciliation in accordance with Section G of the Annual Review Process below.

43. The SELPA AU will retain 2.5% of the AB 602 apportionment to fund a certified NPS Reimbursement Pool. SELPA member LEAs will have the ability to request from the SELPA a partial reimbursement of their annual NPS costs with adherence to the following guidelines:

By July 31st, each LEA will submit to the SELPA an NPS reimbursement claim which details the NPS name and identification code, student name, and the total annual cost of the placement for the prior fiscal year.

An LEA may not request reimbursement for an NPS placement unless that placement was first approved by the SELPA. Each LEA’s NPS cost claim will be reimbursed based on a proration factor determined by dividing the NPS Reimbursement Pool total value (revenue) by the total of the LEAs’ cost claims for that fiscal year. These reimbursements will be paid to each LEA within 30 days of receiving all the cost claims. The NPS Reimbursement Pool will be funded with AB 602 apportionment off the top.

5. Starting with 2022-2023, the SELPA AU will retain $300,000 of the AB 602 apportionment to fund a Residential Cost Pool. SELPA member LEAs will have the ability to request from the SELPA AU a partial or full reimbursement (depending on total SELPA need) of their annual residential placement costs (i.e., room and board and mental health service expenses) associated with a LEA’s new, first-time residential placement of a student on an Individualized Education Program (IEP). Residential Cost Pool funds will be allocated with adherence to the following guidelines:

a. The IEP meeting placing a student in a residential educational setting must be held between July 1st and June 30th of the fiscal year the request is being submitted for.

b. By July 31st, member LEA will submit to the SELPA AU a Residential Cost Pool reimbursement claim which details the name and identification code of the residential facility, student name, and the total annual cost of the placement for the prior fiscal year. Each LEA’s Residential Cost Pool claim will be reimbursed based on a proration factor determined by dividing the Residential Cost Pool total value (revenue) by the total of the LEAs’ cost claims for that fiscal year. These reimbursements will be paid to each LEA within 30 days of receiving all member LEA cost claims.

b.c. Any remaining unused funds in our Residential Cost Pool will be carried forward into the next year. Each year by first interim the Residential Cost Pool will be replenished to $300,000 if needed.
64. The Yolo SELPA will provide an equalization adjustment for SELPA member LEAs who underutilize the Regional Priority Allotment Equalization Programs (i.e., the infant program, special day classes for students who are severely disabled, and elementary special day classes for students who are deaf or hard of hearing (DHOH)). Underutilization will be determined by comparing the percentage of students from each LEA participating in the Regional Priority Allotment Equalization Programs to each LEA’s expected usage of these programs. Expected usage is the number of pupils who could be enrolled in Regional Priority Allotment Equalization Programs, which is determined by calculating the percentage of the district’s ADA divided by the SELPA’s total prior year P2 Average Daily Attendance (ADA). See exhibit A. For LEAs with a negative difference between their expected usage and actual enrollment in the Regional Priority Allotment Equalization Programs, the difference in the number of students will be multiplied by the average cost of the Regional Priority Allotment Equalization Programs. This product will be applied back to any LEA underutilizing the Regional Priority Allotment Equalization Programs. The equalization adjustment will be funded with AB 602 apportionment off the top.

76. The balance of the AB 602 apportionment not allocated as a Regional Priority Allotment or off the top allocation, as described above, shall be shared by all district member LEAs on a flat amount per prior year P2 ADA.

86. Annually, by August 31st, each LEA in the Yolo County SELPA shall provide to the SELPA an accounting of its prior year actual Special Education expenditures related only to those services mandated by a student’s IEP. Any AB 602 revenues previously allocated to the LEA through the SELPA AB 602 Allocation Plan that are in excess of the documented Special Education IEP expenditures shall be returned to the SELPA for redistribution to the other LEAs whose documented Special Education IEP expenditures are in excess of their AB 602 revenues. The excess AB 602 revenue will be allocated back on a per ADA basis to those LEAs that demonstrate excess Special Education costs.

C. YOLO COUNTY SELPA PROGRAMS

1. The Regional Priority Allotment Programs, operated by YCOE, include the following programs and services as identified by the Yolo County SELPA Joint PAC/CBO Advisory Committee:
   - Special Day Classes for Students who have Severe Disabilities
   - Elementary Special Day Classes for Students who are Deaf or Hard of Hearing (DHOH)
   - Low Incidence (DHOH, Visually Impaired (VI)/ Orientation and Mobility (O&M)) Itinerant Services
   - Assistive Technology/Orthopedically Impaired Itinerant Services
2. Infant Services will continue to be funded through the J-50 unit allocation model with YCOE as the mandated operator. Excess costs will be paid using the AB 602 apportionment off the top.

3. The Yolo County Office of Education, as program operator for the Regional Priority Allotment Programs, may make mid-year budget adjustments to meet student needs as long as budget adjustments cumulatively over the course of the year do not exceed the amount in the Yolo County SELPA’s 5% program reserve. The Yolo County Office of Education will bring forward mid-year budget adjustments, which do not exceed the Yolo County SELPA’s 5% program reserve, to the Yolo County SELPA Joint PAC/CBO Advisory Committee as an information item. Then, an adjusted estimate will be presented to the Yolo County SELPA Joint PAC/CBO Advisory Committee annually at 2nd interim. Mid-year budget adjustments, in excess of the Yolo County SELPA’s 5% program reserve, will be brought to the Yolo County SELPA Joint PAC/CBO Advisory Committee and then to the Superintendents’ Council for consideration.

4. Additional services, that are IEP driven (i.e., sign language interpreters, 1:1 para professionals, 1:1 licensed vocational nurses, home instruction, related mental health services), outside of the Regional Priority Allotment Programs will be provided and paid for off-the-top.

5. Changes in services resulting from State/Federal mandates will be reviewed by the Joint PAC/CBO Advisory Committee for recommendation to the Superintendents’ Council.

6. Annual Reviews
   a. The Yolo County SELPA Joint PAC/CBO Advisory Committee shall review the AB 602 Allocation Plan and formula at least annually and make recommendations to the SELPA Superintendents’ Council as appropriate.
   b. YCOE shall make available to the SELPA Superintendents’ Council its prior year unaudited actual expenditures for the operation of Regional Priority Allotment Programs no later than April of each year.

D. FEE FOR SERVICE NOTATION
In addition to the Regional Priority Allotment Programs, the Yolo County SELPA Joint PAC/CBO Advisory Committee has identified additional regional programs and designated YCOE to operate said programs. These programs will operate on a fee for service model. The Yolo County SELPA Joint PAC/CBO Advisory Committee determined the regional programs not included in the Regional Priority Allotment Programs currently designated to be operated by YCOE are:

- Dan Jacobs/Juvenile Hall/Alternative Education Resource Specialist Provider (RSP) Itinerant Teacher
- Adapted P.E. Itinerant Services
- Horizon
- Adult Living Skills (Davis)
- Autism K-12

Additional services, that are IEP driven (i.e. sign language interpreters: 1:1 para professionals, 1:1 licensed vocation nurses, home instruction, related mental health services), will be provided by YCOE and paid for by the student's district of residence.

**E. PROGRAM RESERVE**

- Maintain a 5% reserve.
- Unexpended annual funds, which have been allocated through SELPA apportionment revenue to YCOE AB 602 allocation, shall be first allocated to a YCOE reserve account not to exceed 5% of current year YCOE programs' total expenditures.
- This reserve shall be reimbursed annually, as needed, at the start of the fiscal year and maintained by YCOE to guard against unforeseeable circumstances.

**F. PROGRAM SPECIALIST/ REGIONALIZED SERVICES FUNDING**

Beginning with the 2013-14 fiscal year, the Program Specialist/Regionalized Services (PS/RS) funding has been rolled into the Special Education AB 602 funding base, per legislative action. The SELPA will fund the SELPA AU based on the SELPA AU's actual budget, up to 5% of the AB 602 apportionment, for operating expenses.

Additionally, the Yolo County SELPA Personnel Development Grant allocation of $13,220, which has also been rolled into the Special Education AB 602 based on legislative action, shall continue to be allocated to the SELPA.

Reference: EC §56205-56208

**G. ANNUAL REVIEW PROCESS**

1. Esparto Unified School District and Winters Joint Unified School District shall submit a year-end reconciliation for cumulative year-to-date mental health expenditures by Object Code, Object Title, Goal, and Function to the SELPA AU by July 31st (Exhibit C). LEAs must provide documentation of expenditures (i.e., paid invoices, payroll documents, etc.). The SELPA AU will verify that the mental health funds expended were used for qualifying purposes. Qualifying purposes are defined with adherence to the following guidelines:

   a. To provide related mental health related services to students on IEPs, including out of home residential services, pursuant to federal law and as described in Education Code Section 56363. The SELPA AU will verify related
mental health services using member LEA’s Mental Health Service Reports generated in the Special Education Information System (SEIS).

b. For mental health expenses outlined in the California Department of Education (CDE) guidance letter regarding Assembly Bill 114: Use of Mental Health Funds in the Budget Act of 2011-12 from Fred Balcom dated January 5, 2012 (Exhibit-A).

3. If the SELPA AU determines any mental health-related expenditures were made for non-qualifying purposes, the LEA will not be reimbursed for those expenditures and those funds will be allocated to LEAs with additional qualifying expenses based on prior year’s P2-ADA.

Superintendents’ Council
Revision Adopted: 11/13/2017
Revision Adopted: 05/08/2017
Revision Adopted: 05/22/2015
Revision Adopted: 06/27/2012
Revised and Approved: 05/21/2008
Revision Adopted: 06/20/2007
Revised Second Reading: 06/20/2007
Revised First Reading: 05/16/2007
Adopted: 12/13/2006
Second Reading: 11/15/2006
First Reading: 06/21/2006
# Mental Health Transition Net Impact by District

## Yolo County SELPA

For Presentation at 4/19/23 PAC/CBO Meeting

## 2022-23 Proposed Changes:

<table>
<thead>
<tr>
<th>District</th>
<th>RE 3327/6546 Increase to MH Allocations to Disburse $300K RCP</th>
<th>RE 6500 Establish $300K MH Residential Cost Pool</th>
<th>Net Difference</th>
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<td>DAVIS</td>
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## 2023-24 Proposed Changes:

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<tr>
<th>District</th>
<th>RE 3327/6546 Projected Difference in MH Allocations - SELPA vs. State Distribution</th>
<th>RE 6500 Establish $150K MH Small District Supplement</th>
<th>Net Difference</th>
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Revised 04.11.2023 VM
## 2022-23 PROPOSED CHANGES:

<table>
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<tr>
<th>District</th>
<th>Net Allocation 22/23 2nd Interim (2/14/23 Estimate)</th>
<th>ADD: $300K MH Residential Cost Pool in RE 6500</th>
<th>Revised Net Allocation</th>
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<td>WINTERS</td>
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## 2023-24 PROPOSED CHANGES:

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<tr>
<th>District</th>
<th>Net Allocation 22/23 2nd Interim (2/14/23 Estimate)</th>
<th>ADD: $150K MH Small District Supplement</th>
<th>ADD: 1.0 FTE Principal</th>
<th>ADD: .40 FTE Program Specialist III /Administrator</th>
<th>Revised Net Allocation</th>
<th>Total Impact of B, C &amp; D</th>
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<td><strong>(65,012)</strong></td>
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Revised 04.11.2023 VM
DATE: 5/1/2023
ITEM: 6.3
TOPIC: Consider 2023-2024 Superintendents’ Council Calendar
PURPOSE: Action
PRESENTER: Patrick McGrew
ATTACHMENTS: YES(X)  NO( )

FISCAL IMPACT: None

BACKGROUND: The Superintendents’ Council members will consider the proposed 2023 - 2024 Superintendents’ Council Meeting calendar for approval.

ASSISTANT SUPERINTENDENT RECOMMENDATION: Approve

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
# Yolo County Office of Education
1280 Santa Anita Court, Woodland, CA 95776-6127

## Yolo County SELPA Superintendents’ Council

### Meeting Schedule for 2023-2024

<table>
<thead>
<tr>
<th>Council Meeting Date</th>
<th>Meeting Time</th>
<th>Meeting Location</th>
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<tbody>
<tr>
<td>September 11, 2023</td>
<td>8:30 am</td>
<td>YCOE Community Room</td>
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<tr>
<td>November 6, 2023</td>
<td>8:30 am</td>
<td>YCOE Community Room</td>
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<td>January 8, 2024</td>
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<td>March 4, 2024</td>
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<tr>
<td>May 6, 2024</td>
<td>8:30 am</td>
<td>YCOE Community Room</td>
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DATE: 5/1/2023
ITEM: 7.1
TOPIC: Present State SELPA Report
PURPOSE: Information
PRESENTER: Patrick McGrew
ATTACHMENTS: YES( )  NO(X)

FISCAL IMPACT: None

BACKGROUND: This report includes updates on legislative and fiscal issues in California that have an impact on or are related to special education in Yolo County.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
DATE: 5/1/2023

ITEM: 7.2

TOPIC: Present Superintendents’ Inclusion Presentation

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( ) NO(X)

FISCAL IMPACT: None

BACKGROUND: The Yolo County Superintendents requested a presentation on inclusion and inclusive practices. The presentation will cover the roots of inclusion, defining inclusion, the benefits of inclusion and inclusive practices, the continuum of inclusive practices, and how to work toward inclusion given the challenges that currently face our public schools.

ASSISTANT SUPERINTENDENT RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A