AMADOR COUNTY UNIFIED SCHOOL DISTRICT

10/06/2021 06:30 PM
Amador County Building
810 Court Street
Jackson, CA
AGENDA

CLOSED SESSION APPROXIMATELY 5:30 PM
OPEN SESSION 6:30 PM

MASKED REQUIRED FOR UNVACCINATED INDIVIDUALS WHILE INDOORS

NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made. If you are in need of a hard copy of the agenda, please email the Communication Specialist at adam.cranfill@acusd.org. (https://simbli.eboardsolutions.com/SU/ExGZzSORB67h1OC6Vfwmaw==)

Board of Trustees meetings are meetings of the Board in public, as per the Brown Act open meeting law. All five Board Members may not have discussion outside an open meeting. This meeting is their opportunity to have discussion in order to conduct their business. Board Meetings are not meetings for the public to interact informally with the Board. Members of the public may speak formally to the Board by completing a speaker card and giving it to the Board Clerk or Communication Specialist.

If a person or group of persons disrupt the orderly conduct of a meeting, the legislative body has a right to order those persons removed from the meeting. If order still cannot be restored after removal of the individuals disrupting the meeting, members of the legislative body can order the room cleared and continue with the meeting. (Government Code §54957.9; Penal Code §8403; Elections Code §18340; Acosta v. City of Costa Mesa (9th Cir. 2013) 718 F.3d 800; White v. City of Norwalk (9th Cir. 1990) 900F.2d 1421, 1425.)

OUR UNITY OF PURPOSE: We work as a cohesive Governance Team through discussions, actions and decisions that are thoughtful, respectful, and sensitive. We support one another in and away from the Board Room through active listening, vulnerability and honesty. We make policy decisions that ensure equitable support to increase student achievement and foster social, emotional, and physical well-being for all students.

OUR MISSION: Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

1. CALL TO ORDER

2. BOARD MEMBERS
   [ ] Kandi Thompson, Board President
   [ ] Deborah Pulskamp, Board Clerk
   [ ] James Marzano
   [ ] Julia Burns
   [ ] James Whitaker
3. ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4. PUBLIC COMMENTS ON CLOSED SESSION

5. CLOSED SESSION


4. Public Employee Discipline/Dismissal/Release (Gov Code 54957)

5. Conference with Legal Counsel pursuant to Govt. Code section 54956.9– Anticipated Litigation Regarding Special Education

6. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION Name of Case: OAH Case No. 2021080451

6. RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

8. PRESENTATIONS AND RECOGNITIONS

1. National AAA School Safety Patrol Advisor of the Year Recipient Teacher Mike Huss-Ione Elementary School Presented by Ione Elementary Principal Jeni DeWalt

9. PLEDGE OF ALLEGIANCE

10. EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)

   1. Amador County Teachers Association (ACTA) (Mr. Hunkins)

   2. California School Employees Association (CSEA) (Ms. Cramer)

11. PUBLIC COMMENTS ON AGENDA ITEMS (Approximately 20 minutes maximum)

    A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on non-agenda items. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or
decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. NOTE: If you wish to address the Board please complete a speaker card and give it to the Board Clerk or Communications Specialist.

12. CONSENT AGENDA (Approximately 10 minutes)
The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website.

1. Minutes
   a. Board Meeting 9/22/21

2. Personnel (Mr. Vicari)
   a. Current Personnel Recommendations

3. Business (Mr. Critchfield)
   a. Warrants issued between: 9/15/2021 - 9/30/2021

4. Educational Services (Mr. Snider)
   b. Operational Agreement between Amador County Unified School District and Nexus for the Childhood Abuse Treatment (CHAT) Program
   c. Operational Agreement between Nexus and Amador County Unified School District for the Unserved / Underserved Child and Youth Advocacy Program (XY)
      This MOU states that Nexus and Amador County Unified School District intend to work together toward the mutual goal of providing maximum available assistance for child victims of the crime of Parental Chemical Substance Abuse (PCSA) residing in Amador County. These agencies believe that continued implementation of the XY program, as described in the agreement, will further this goal.

5. Donations
   Sutter Creek Elementary received donated office supplies.

13. DISCUSSION/ACTION ITEMS

1. Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plan During COVID-19 for a Safe Return to School for the 2021-2022 School Year (As Needed) (Dr. Gibson/Mr. Snider)
   This will be a standing agenda item throughout the year as we will need to update the Board of Trustees on CDPH mandates and guidance that could require modifications to
our health and safety plan. All updates are noted in the safety plan in red font. Once approved by the Board, it will be updated on the ACUSD Website under COVID-19 Dashboard.

2. Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan (Mr. Snider)
   Local Educational Agencies (LEAs) that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. Finally, LEAs must provide the opportunity for public input and take such input into account. The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted to the California Department of Education for review and approval within five days of adoption.

3. Certification of the District’s Unaudited Actuals & Financial Report (Mr. Critchfield)
   Per Education Code 42100, the County shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the District for the preceding fiscal year. The report is included under separate cover and includes the Unaudited Actuals for 2020-21 and Adopted Budget for 2021-22.

4. Amador County Unified School District Special Education Update and Needs (Dr. Gibson)
   Special education in Amador County has faced challenges over the last decade. Recently, it was determined that ACUSD and ACOE are both under review by the California Department of Education (CDE). ACUSD is currently in a Targeted Review and ACOE is currently in an Intensive Review (see attachments in items 4a and 4b for details on the ACUSD status). This notification was sent to ACUSD on January 31, 2020 and was not brought to the Board for discussion. The Special Education Plan (SEP) was created and submitted to CDE on March 16, 2020 and approved on June 9, 2021.

   Currently, ACUSD will need to update the plan as portions are out of date and the organization has experienced a leadership change with the Superintendent and Special Education/SELPA Director. The current Superintendent is working closely with CDE to determine current needs as this is new information to our leadership, staff, community and Board.

      This document was provided to ACUSD leadership in January, 2020. To date, it has not been presented to the Board or community for review.

   b. ACUSD 2019-2020 Special Education Plan (SEP) including SEP Assurances Form and SEP Successful Submission Notification from CDE (Discussion Only)
      This document was provided to CDE in March 2020 as required by letter from CDE in...
item 4a above. To date, it has not been presented to the Board or community for review.

c. **Contracted Services with West Ed for Review of Special Education Programs and Services (Scope of Work) (Action Required)**

This contract is necessary in order to evaluate current programs and systems throughout the ACUSD and ACOE special education programs. West Ed will do a deep dive into programs and provide specific recommendations to support the review process ACUSD and ACOE are currently under. A presentation by the West Ed staff will be provided to better explain the scope of work needed to meet our long-term needs.

5. **New Job Description - Special Education Technician (Ms. Crumpacker)**

The Special Education Technician receives general supervision from the Director of Special Education. The Special Education Technician is responsible for entry/journey/advanced level specialized and technical work as it relates to the collection, verification, and processing of information and data for the purpose of delivery of various special education services throughout the Amador Unified School District. The Special Education Technician is responsible for ensuring the accuracy of special education student information data in coordination with the District CALPADS technician for submission to the California Department of Education. Additional duties include the creation and monitoring of SEIS user accounts, running ongoing CALPADs Reports, creation of student SEIS records, processing transfer requests of student SEIS records between districts, and updating student SEIS records.

6. **Native American Heritage Month Board Resolution**

November is Native American Heritage Month, which was designated on August 3, 1990. Since then, Presidents have issued annual proclamations promoting this observance.

Amador County Unified School District honors and recognizes the Native American culture, traditions, heritage, art, and contributions of our students, parents and community members, and encourages all schools to commemorate the month of November with appropriate activities and programs.

7. **Contract with Ray Morgan Company for LaserFiche Services (Mr. Critchfield)**

The District Office processes a large amount of paperwork each year and must follow document retention guidelines for prior-year paperwork. This leads to numerous boxes of paper being stored onsite which can be vulnerable to theft or fire. Document retention guidelines allow for electronic versions of documents to be stored indefinitely. This contract with Ray Morgan Company would allow the District Office to scan documents to a cloud-hosted server and store such documents indefinitely in a secure way, which would also free up much-needed space in the District Office. This contract also includes access to the LaserFiche software which automatically files documents as they are scanned in, which would save huge amounts of time for District Office personnel.

14. REPORTS
1. Report from Superintendent (Dr. Gibson)

2. Reports and Remarks from Board Members

15. NEXT MEETING
   ACUSD Regular Meeting: Wednesday, November 3rd, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will start at 6:30 PM.

16. ADJOURNMENT
   * The Amador County Unified School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (209) 257-5353. All efforts will be made for reasonable accommodations.

   * Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email the Communication Specialist at adam.cranfill@acusd.org (https://simbli.eboardsolutions.com/SU/ExGZzSORB67h1OC6Vfwmaw==)

*The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits. [Government Code §54954.2]*
12. 1. a. Board Meeting 9/22/21

Meeting Minutes

09/22/2021 - AMADOR COUNTY UNIFIED SCHOOL DISTRICT
CLOSED SESSION IMMEDIATELY FOLLOWING ACOE
OPEN SESSION 6:30 PM

MASKS REQUIRED FOR UNVACCINATED INDIVIDUALS WHILE INDOORS

NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made. If you are in need of a hard copy of the agenda, please email the Communication Specialist at adam.cranfill@acusd.org.

Board of Trustees meetings are meetings of the Board in public, as per the Brown Act open meeting law. All five Board Members may not have discussion outside an open meeting. This meeting is their opportunity to have discussion in order to conduct their business. Board Meetings are not meetings for the public to interact informally with the Board. Members of the public may speak formally to the Board by completing a speaker card and giving it to the Board Clerk or Communication Specialist.

If a person or group of persons disrupt the orderly conduct of a meeting, the legislative body has a right to order those persons removed from the meeting. If order still cannot be restored after removal of the individuals disrupting the meeting, members of the legislative body can order the room cleared and continue with the meeting. (Government Code §54957.9; Penal Code §8403; Elections Code §18340; Acosta v. City of Costa Mesa (9th Cir. 2013) 718 F.3d 800; White v. City of Norwalk (9th Cir. 1990) 900F.2d 1421, 1425.)

OUR UNITY OF PURPOSE: We work as a cohesive Governance Team through discussions, actions and decisions that are thoughtful, respectful, and sensitive. We support one another in and away from the Board Room through active listening, vulnerability and honesty. We make policy decisions that ensure equitable support to increase student achievement and foster social, emotional, and physical well-being for all students.

OUR MISSION: Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

Attendees

Voting Members
Julia Burns, Board Member
James Marzano, Board of Trustees Member
1. CALL TO ORDER

2. BOARD MEMBERS

3. ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4. PUBLIC COMMENTS ON CLOSED SESSION

5. CLOSED SESSION


   4. Public Employee Discipline/Dismissal/Release (Gov Code 54957)

   5. Conference with Legal Counsel pursuant to Govt. Code section 54956.9 – Anticipated Litigation Regarding Special Education

   6. Conference with Legal Counsel pursuant to Govt. Code section 54956.9 – Anticipated Litigation Regarding One Case

6. RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

8. PRESENTATIONS AND RECOGNITIONS

9. PLEDGE OF ALLEGIANCE

10. EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)

    1. Amador County Teachers Association (ACTA) (Mr. Hunkins)

    2. California School Employees Association (CSEA) (Ms. Cramer)
11. PUBLIC COMMENTS ON AGENDA ITEMS (Approximately 20 minutes maximum)

12. CONSENT AGENDA (Approximately 10 minutes)

   Motion made by: James Marzano
   Motion seconded by: Jim Whitaker
   Voting: Unanimously Approved

   With modifications to the 9/8/21 minutes to exclude stricken Board Agenda items (Board Policies).

   1. Minutes
      a. Board Meeting 9/8/21

   2. Personnel (Mr. Vicari)
      a. Current Personnel Recommendations

   3. Business (Mr. Critchfield)
      a. Warrants Issued Between: 9/1/21 - 9/15/21

   4. Surplus
      a. Pine Grove STEM

13. DISCUSSION/ACTION ITEMS

   1. Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plan During COVID-19 for a Safe Return to School for the 2021-2022 School Year (As Needed)
      Motion made by: James Marzano
      Motion seconded by: Julia Burns
      Voting: Unanimously Approved

   2. Job Description: Food Service Delivery/Warehouse Person
      Motion made by: Jim Whitaker
      Motion seconded by: Julia Burns
      Voting: Unanimously Approved

   3. Week of the School Administrator - Resolution: ACUSD 21/22-006
4. **National Bullying Prevention Month - Resolution: ACUSD 21/22-007**
   - Motion made by: Deborah Pulskamp
   - Motion seconded by: Jim Whitaker
   - Voting: Unanimously Approved

5. **Public Hearing for Sufficiency of Instructional Materials 2021-2022**

6. **Sufficiency of Instructional Materials - Resolution: ACUSD 21/22-008**
   - Motion made by: Jim Whitaker
   - Motion seconded by: James Marzano
   - Voting: Unanimously Approved

7. **Memorandum of Understanding (MOU) between Amador County Public Health (ACPH) the Amador County Unified School District (ACUSD), and the Amador County Office of Education (ACOE) Regarding Student Mental Health Services**
   - Motion made by: Jim Whitaker
   - Motion seconded by: James Marzano
   - Voting: Unanimously Approved

8. **Board Policy Updates**
   - Motion made by: Deborah Pulskamp
   - Motion seconded by: James Marzano
   - Voting: Unanimously Approved
      
      a. Board Policy 1313 - Civility
      
      b. Board Policy 5141.4 - Child Abuse Prevention and Reporting
      
      c. Board Policy 5142.2 Safe Routes To School Program
      
      d. Board Policy 5145.12 - Search and Seizure
      
      e. Board Policy 5145.9 - Hate-Motivated Behavior
9. Agreement for Independent Consultant Services

Motioned by: Marzano
Seconded by: Burns
Unanimously Approved

Motion made by: James Marzano
Motion seconded by: Julia Burns
Voting:
Unanimously Approved

14. REPORTS

1. Report from Superintendent (Dr. Gibson)

No Report

2. Reports and Remarks from Board Members

   Whitaker: No Report
   Burns: No Report
   Marzano: No Report
   Pulskamp: No Report
   Thompson: No Report

15. NEXT MEETING

16. ADJOURNMENT

_________________________   ___________________________
   Chairperson                Secretary
12. 2. a. Current Personnel Recommendations

Current Personnel Recommendation

Certificated~ Teacher In Charge, Advisor, Department Chairs & Advisor 2020-2021
Advisors
Scott Hunkins, Junior Class advisor, Argonaut High School

Certificated~ Voluntary Transfer
Donna Hirschfelt, Science Teacher, 1 F, TE, Ione Junior High to Independent Study Teacher, 1 FTE, North Star Academy effective October 18, 2021

Certificated~ Additional Duties
Katherine Bailey, Adult Education Teacher, Hourly, Amador Adult Education
Shelbie Christensen, Adult Education Teacher, Hourly, Amador Adult Education
Sabrina Kary, Adult Education Teacher, Hourly, Amador Adult Education
Amy Summers, Adult Education Teacher, Hourly, Amador Adult Education
Grant Lattimore, Adult Education Teacher, Hourly, Amador Adult Education

Certificated~ Rehired
Marion Graves, Adult Education Teacher, Hourly, Amador Adult Education

Classified~ Voluntary Reduction of Hours
Denise Freitas, Instructional Aide, 3.75 hours, 5 days a week/11 months, to 3.75 hours, 3 days a week/11 months, Pioneer Elementary, effective October 18, 2021

Classified-Retirement
Mark Turney, Bus Driver, 7.75 hours/11 months, Transportation, effective January 1, 2022

Classified ~ Resignation
Elsie Martin, Recess/Lunch Aide, 1 hours/11 months, Jackson Elementary, effective September 24, 2021
Terri Leach, Office Clerk, 6 hours/11 months, Jackson Elementary, effective October 9, 2021
Daniela Guzman Aguirre, Campus Supervisor, 6 hours/11 months, Argonaut High School, effective October 11, 2021
Jamie Nicholas, Food Service Worker III, 6 hours/11 months, Amador High School, effective September 30, 2021

Recommendation
Approve Human Resources Consent Agenda

Presented by
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
Fiscal Implications
See Warrants.

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Jared Critchfield, Assistant Superintendent of Business Services

Supporting Documents

ACUSD Warrants through 9-30-2021
Payroll 9/1/2021-9/30/2021: 3,778,729.91

<table>
<thead>
<tr>
<th>Warrant #</th>
<th>Description</th>
<th>District</th>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>60058684</td>
<td>ACES WASTE SERVICES INC.</td>
<td>40</td>
<td>9/17/2021</td>
<td>14,395.88</td>
</tr>
<tr>
<td>60058685</td>
<td>AT&amp;T</td>
<td>40</td>
<td>9/17/2021</td>
<td>8,492.13</td>
</tr>
<tr>
<td>60058686</td>
<td>AT&amp;T</td>
<td>40</td>
<td>9/17/2021</td>
<td>3,437.08</td>
</tr>
<tr>
<td>60058687</td>
<td>CITY OF IONE</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,249.36</td>
</tr>
<tr>
<td>60058688</td>
<td>PG &amp; E</td>
<td>40</td>
<td>9/17/2021</td>
<td>49,956.07</td>
</tr>
<tr>
<td>60058689</td>
<td>AT&amp;T</td>
<td>40</td>
<td>9/17/2021</td>
<td>50.89</td>
</tr>
<tr>
<td>60058690</td>
<td>AT&amp;T LONG DISTANCE</td>
<td>40</td>
<td>9/17/2021</td>
<td>935.95</td>
</tr>
<tr>
<td>60058691</td>
<td>PG &amp; E</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,393.02</td>
</tr>
<tr>
<td>60058693</td>
<td>BOOKER COMMUNICATIONS</td>
<td>40</td>
<td>9/17/2021</td>
<td>736.00</td>
</tr>
<tr>
<td>60058694</td>
<td>EASTON'S SERVICE &amp; REPAIR</td>
<td>40</td>
<td>9/17/2021</td>
<td>388.09</td>
</tr>
<tr>
<td>60058695</td>
<td>FERGUSON ENTERPRISES INC #</td>
<td>40</td>
<td>9/17/2021</td>
<td>218.17</td>
</tr>
<tr>
<td>60058696</td>
<td>GUY'S SAW CENTER</td>
<td>40</td>
<td>9/17/2021</td>
<td>127.61</td>
</tr>
<tr>
<td>60058697</td>
<td>JACKSON ACE HARDWARE &amp; GAR</td>
<td>40</td>
<td>9/17/2021</td>
<td>31.23</td>
</tr>
<tr>
<td>60058698</td>
<td>KELLY-MOORE PAINT CO INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>476.84</td>
</tr>
<tr>
<td>60058699</td>
<td>LOWE'S</td>
<td>40</td>
<td>9/17/2021</td>
<td>646.24</td>
</tr>
<tr>
<td>60058700</td>
<td>MEEK'S LUMBER &amp; HARDWARE</td>
<td>40</td>
<td>9/17/2021</td>
<td>36.26</td>
</tr>
<tr>
<td>60058701</td>
<td>NORMAC INC.</td>
<td>40</td>
<td>9/17/2021</td>
<td>5,412.32</td>
</tr>
<tr>
<td>60058702</td>
<td>PLYMOUTH ACE HARDWARE</td>
<td>40</td>
<td>9/17/2021</td>
<td>50.34</td>
</tr>
<tr>
<td>60058703</td>
<td>RICK MCCARLEY CONSULTING</td>
<td>40</td>
<td>9/17/2021</td>
<td>224.00</td>
</tr>
<tr>
<td>60058704</td>
<td>RIEBES AUTO PARTS</td>
<td>40</td>
<td>9/17/2021</td>
<td>74.31</td>
</tr>
<tr>
<td>60058705</td>
<td>SWEET PEA SEPTIC</td>
<td>40</td>
<td>9/17/2021</td>
<td>510.00</td>
</tr>
<tr>
<td>60058706</td>
<td>VOX NETWORK SOLUTIONS INC.</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,620.00</td>
</tr>
<tr>
<td>60058707</td>
<td>CITY OF SUTTER CREEK</td>
<td>40</td>
<td>9/17/2021</td>
<td>21,350.92</td>
</tr>
<tr>
<td>60058708</td>
<td>PG &amp; E</td>
<td>40</td>
<td>9/17/2021</td>
<td>149.13</td>
</tr>
<tr>
<td>60058709</td>
<td>WATER AGENCY</td>
<td>40</td>
<td>9/17/2021</td>
<td>2,890.87</td>
</tr>
<tr>
<td>60058710</td>
<td>AERIES SOFTWARE</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,025.00</td>
</tr>
<tr>
<td>60058711</td>
<td>SAN BERNARDINO CO SUPT OF</td>
<td>40</td>
<td>9/17/2021</td>
<td>125.00</td>
</tr>
<tr>
<td>60058712</td>
<td>APPLIED BEHAVIOR CONSULTAN</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,035.66</td>
</tr>
<tr>
<td>60058713</td>
<td>ASCD</td>
<td>40</td>
<td>9/17/2021</td>
<td>239.00</td>
</tr>
<tr>
<td>60058714</td>
<td>American Safety Council In</td>
<td>40</td>
<td>9/17/2021</td>
<td>518.00</td>
</tr>
<tr>
<td>60058715</td>
<td>BARNES AND NOBLE INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>429.92</td>
</tr>
<tr>
<td>60058716</td>
<td>BENCHMARK EDUCATION CO.</td>
<td>40</td>
<td>9/17/2021</td>
<td>46,494.12</td>
</tr>
<tr>
<td>60058717</td>
<td>BLICK ART MATERIALS</td>
<td>40</td>
<td>9/17/2021</td>
<td>633.57</td>
</tr>
<tr>
<td>60058718</td>
<td>CABEL</td>
<td>40</td>
<td>9/17/2021</td>
<td>90.00</td>
</tr>
<tr>
<td>60058719</td>
<td>CAL WEST VISUALS INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>507.72</td>
</tr>
<tr>
<td>60058720</td>
<td>CALIFORNIA SCHOOL BOARD AS</td>
<td>40</td>
<td>9/17/2021</td>
<td>4,583.00</td>
</tr>
<tr>
<td>60058721</td>
<td>COSTLESS FOOD CO.</td>
<td>40</td>
<td>9/17/2021</td>
<td>75.25</td>
</tr>
<tr>
<td>60058722</td>
<td>CPM EDUCATION PROGRAM</td>
<td>40</td>
<td>9/17/2021</td>
<td>13,637.80</td>
</tr>
<tr>
<td>60058723</td>
<td>ALHAMBRA</td>
<td>40</td>
<td>9/17/2021</td>
<td>214.60</td>
</tr>
<tr>
<td>60058724</td>
<td>CLOVER SONOMA</td>
<td>40</td>
<td>9/17/2021</td>
<td>4,576.40</td>
</tr>
<tr>
<td>60058725</td>
<td>DANIELSEN CO</td>
<td>40</td>
<td>9/17/2021</td>
<td>18,747.64</td>
</tr>
<tr>
<td>60058726</td>
<td>FOOTHILL APPLIANCE SERVICE</td>
<td>40</td>
<td>9/17/2021</td>
<td>7,404.19</td>
</tr>
<tr>
<td>60058727</td>
<td>GENERAL PRODUCE CO LTD</td>
<td>40</td>
<td>9/17/2021</td>
<td>4,176.60</td>
</tr>
<tr>
<td>60058728</td>
<td>SYSCO FOOD SERV.OF CENTRAL</td>
<td>40</td>
<td>9/17/2021</td>
<td>13,785.55</td>
</tr>
<tr>
<td>60058729</td>
<td>OFFICE DEPOT INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>17,406.15</td>
</tr>
<tr>
<td>60058730</td>
<td>FOLLETT SCHOOL SOLUTIONS I</td>
<td>40</td>
<td>9/17/2021</td>
<td>365.68</td>
</tr>
<tr>
<td>60058731</td>
<td>FOYIL, CHARLES</td>
<td>40</td>
<td>9/17/2021</td>
<td>154.89</td>
</tr>
<tr>
<td>Account</td>
<td>Description</td>
<td>Type</td>
<td>Date</td>
<td>Amount</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------</td>
<td>------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>60058732</td>
<td>GLASS DOCTOR</td>
<td>40</td>
<td>9/17/2021</td>
<td>560.53</td>
</tr>
<tr>
<td>60058733</td>
<td>HENRY SCHEIN INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>217.08</td>
</tr>
<tr>
<td>60058734</td>
<td>IONE ACE HARDWARE</td>
<td>40</td>
<td>9/17/2021</td>
<td>19.59</td>
</tr>
<tr>
<td>60058735</td>
<td>IRON MOUNTAIN INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>206.45</td>
</tr>
<tr>
<td>60058736</td>
<td>LAKESHORE LEARNING MATERIA</td>
<td>40</td>
<td>9/17/2021</td>
<td>312.85</td>
</tr>
<tr>
<td>60058737</td>
<td>LOWE'S</td>
<td>40</td>
<td>9/17/2021</td>
<td>869.49</td>
</tr>
<tr>
<td>60058738</td>
<td>MCCOLGAN AND ASSOCIATES IN</td>
<td>40</td>
<td>9/17/2021</td>
<td>375.00</td>
</tr>
<tr>
<td>60058739</td>
<td>MCGRAW-HILL SCHOOL</td>
<td>40</td>
<td>9/17/2021</td>
<td>755.63</td>
</tr>
<tr>
<td>60058740</td>
<td>MOBYMAX LLC</td>
<td>40</td>
<td>9/17/2021</td>
<td>3,146.00</td>
</tr>
<tr>
<td>60058741</td>
<td>OFFICE DEPOT INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>61.35</td>
</tr>
<tr>
<td>60058742</td>
<td>ON-LINE PRINTING &amp; GRAPHIC</td>
<td>40</td>
<td>9/17/2021</td>
<td>214.69</td>
</tr>
<tr>
<td>60058743</td>
<td>RENAISSANCE LEARNING</td>
<td>40</td>
<td>9/17/2021</td>
<td>5,448.75</td>
</tr>
<tr>
<td>60058744</td>
<td>hand2mind</td>
<td>40</td>
<td>9/17/2021</td>
<td>116.87</td>
</tr>
<tr>
<td>60058745</td>
<td>LEDGER DISPATCH</td>
<td>40</td>
<td>9/17/2021</td>
<td>468.75</td>
</tr>
<tr>
<td>60058746</td>
<td>SAGE PUBLICATIONS INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>353.88</td>
</tr>
<tr>
<td>60058747</td>
<td>SAVVAS LEARNING COMPANY LLC</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,373.49</td>
</tr>
<tr>
<td>60058748</td>
<td>SCHOOL OUTFITTERS LLC</td>
<td>40</td>
<td>9/17/2021</td>
<td>31,653.59</td>
</tr>
<tr>
<td>60058749</td>
<td>SCHOOL SPECIALTY LLC</td>
<td>40</td>
<td>9/17/2021</td>
<td>4,275.98</td>
</tr>
<tr>
<td>60058750</td>
<td>SOUTHWEST SCHOOL SUPPLY IN</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,034.09</td>
</tr>
<tr>
<td>60058751</td>
<td>STAPLES</td>
<td>40</td>
<td>9/17/2021</td>
<td>103.44</td>
</tr>
<tr>
<td>60058752</td>
<td>STEMSCOPES</td>
<td>40</td>
<td>9/17/2021</td>
<td>968.50</td>
</tr>
<tr>
<td>60058753</td>
<td>ACCO ENGINEERED SYSTEMS</td>
<td>40</td>
<td>9/17/2021</td>
<td>2,169.00</td>
</tr>
<tr>
<td>60058754</td>
<td>ALHAMBRA</td>
<td>40</td>
<td>9/17/2021</td>
<td>126.31</td>
</tr>
<tr>
<td>60058755</td>
<td>AMADOR STEEL AND SUPPLY</td>
<td>40</td>
<td>9/17/2021</td>
<td>231.18</td>
</tr>
<tr>
<td>60058756</td>
<td>AUS WEST LOCKBOX</td>
<td>40</td>
<td>9/17/2021</td>
<td>176.48</td>
</tr>
<tr>
<td>60058757</td>
<td>CONSOLIDATED ELECTRICAL DI</td>
<td>40</td>
<td>9/17/2021</td>
<td>305.62</td>
</tr>
<tr>
<td>60058758</td>
<td>Culver Armature &amp; Motor</td>
<td>40</td>
<td>9/17/2021</td>
<td>3,064.19</td>
</tr>
<tr>
<td>60058759</td>
<td>FERGUSON ENTERPRISES INC #</td>
<td>40</td>
<td>9/17/2021</td>
<td>157.89</td>
</tr>
<tr>
<td>60058760</td>
<td>GLASS DOCTOR</td>
<td>40</td>
<td>9/17/2021</td>
<td>680.58</td>
</tr>
<tr>
<td>60058761</td>
<td>HANKIN SPECIALTY ELEVATORS</td>
<td>40</td>
<td>9/17/2021</td>
<td>500.00</td>
</tr>
<tr>
<td>60058762</td>
<td>HOME DEPOT PRO</td>
<td>40</td>
<td>9/17/2021</td>
<td>31,188.83</td>
</tr>
<tr>
<td>60058763</td>
<td>IONE ACE HARDWARE</td>
<td>40</td>
<td>9/17/2021</td>
<td>6.76</td>
</tr>
<tr>
<td>60058764</td>
<td>JOHNSTONE SUPPLY</td>
<td>40</td>
<td>9/17/2021</td>
<td>2,626.06</td>
</tr>
<tr>
<td>60058765</td>
<td>KELLY-MOORE PAINT CO INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>63.09</td>
</tr>
<tr>
<td>60058766</td>
<td>LOWE'S</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,228.79</td>
</tr>
<tr>
<td>60058767</td>
<td>OFFICE DEPOT INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>96.92</td>
</tr>
<tr>
<td>60058768</td>
<td>TUOLUMNE JPA</td>
<td>40</td>
<td>9/17/2021</td>
<td>306.00</td>
</tr>
<tr>
<td>60058769</td>
<td>AT&amp;T MOBILITY/FIRSTNET</td>
<td>40</td>
<td>9/17/2021</td>
<td>2,424.83</td>
</tr>
<tr>
<td>60058770</td>
<td>PG &amp; E</td>
<td>40</td>
<td>9/17/2021</td>
<td>2,029.81</td>
</tr>
<tr>
<td>60058771</td>
<td>VERIZON WIRELESS</td>
<td>40</td>
<td>9/17/2021</td>
<td>15.30</td>
</tr>
<tr>
<td>60058772</td>
<td>MEEK'S LUMBER &amp; HARDWARE</td>
<td>40</td>
<td>9/17/2021</td>
<td>43.99</td>
</tr>
<tr>
<td>60058773</td>
<td>PIONEER ACE HARDWARE</td>
<td>40</td>
<td>9/17/2021</td>
<td>32.07</td>
</tr>
<tr>
<td>60058774</td>
<td>RIEBES AUTO PARTS</td>
<td>40</td>
<td>9/17/2021</td>
<td>78.61</td>
</tr>
<tr>
<td>60058775</td>
<td>RSD REFRIGERATION SUPPLIES</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,592.85</td>
</tr>
<tr>
<td>60058776</td>
<td>SIERRA FOOTHILL FIRE</td>
<td>40</td>
<td>9/17/2021</td>
<td>269.37</td>
</tr>
<tr>
<td>60058777</td>
<td>SIERRA YARD SUPPLY &amp; EQUIP</td>
<td>40</td>
<td>9/17/2021</td>
<td>162.16</td>
</tr>
<tr>
<td>60058778</td>
<td>SIGNAL SERVICE INC</td>
<td>40</td>
<td>9/17/2021</td>
<td>371.68</td>
</tr>
<tr>
<td>60058779</td>
<td>SLAKEY BROTHERS</td>
<td>40</td>
<td>9/17/2021</td>
<td>294.85</td>
</tr>
<tr>
<td>60058780</td>
<td>SWEET PEA SEPTIC</td>
<td>40</td>
<td>9/17/2021</td>
<td>1,100.00</td>
</tr>
<tr>
<td>60058793</td>
<td>AT&amp;T MOBILITY/FIRSTNET</td>
<td>40</td>
<td>9/24/2021</td>
<td>1,049.21</td>
</tr>
<tr>
<td>Account Number</td>
<td>Description</td>
<td>Date</td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>60058794</td>
<td>PG &amp; E</td>
<td>9/24/2021</td>
<td>3,173.46</td>
<td></td>
</tr>
<tr>
<td>60058795</td>
<td>WATER AGENCY</td>
<td>9/24/2021</td>
<td>4,341.64</td>
<td></td>
</tr>
<tr>
<td>60058796</td>
<td>AT&amp;T MOBILITY/FIRSTNET</td>
<td>9/24/2021</td>
<td>81.59</td>
<td></td>
</tr>
<tr>
<td>60058797</td>
<td>DEMCO INC.</td>
<td>9/24/2021</td>
<td>993.02</td>
<td></td>
</tr>
<tr>
<td>60058798</td>
<td>DEPARTMENT OF JUSTICE</td>
<td>9/24/2021</td>
<td>960.00</td>
<td></td>
</tr>
<tr>
<td>60058799</td>
<td>HEALTH CONNECTED</td>
<td>9/24/2021</td>
<td>450.00</td>
<td></td>
</tr>
<tr>
<td>60058800</td>
<td>HOUGHTON MIFFLIN</td>
<td>9/24/2021</td>
<td>5,766.64</td>
<td></td>
</tr>
<tr>
<td>60058801</td>
<td>IPEVO INC</td>
<td>9/24/2021</td>
<td>337.96</td>
<td></td>
</tr>
<tr>
<td>60058802</td>
<td>OFFICE DEPOT INC</td>
<td>9/24/2021</td>
<td>99.08</td>
<td></td>
</tr>
<tr>
<td>60058803</td>
<td>SAVE MART SUPERMARKET</td>
<td>9/24/2021</td>
<td>426.65</td>
<td></td>
</tr>
<tr>
<td>60058804</td>
<td>SYSCO FOOD SERV. OF CENTRAL</td>
<td>9/24/2021</td>
<td>608.53</td>
<td></td>
</tr>
<tr>
<td>60058805</td>
<td>CLOVER SONOMA</td>
<td>9/24/2021</td>
<td>5,863.06</td>
<td></td>
</tr>
<tr>
<td>60058806</td>
<td>FOOTHILL APPLIANCE SERVICE</td>
<td>9/24/2021</td>
<td>145.20</td>
<td></td>
</tr>
<tr>
<td>60058807</td>
<td>OFFICE DEPOT INC</td>
<td>9/24/2021</td>
<td>169.20</td>
<td></td>
</tr>
<tr>
<td>60058808</td>
<td>AMERICAN RIVER BANK/PETTY CASH</td>
<td>9/24/2021</td>
<td>40.16</td>
<td></td>
</tr>
<tr>
<td>60058809</td>
<td>Christian Ducray</td>
<td>9/24/2021</td>
<td>2,483.81</td>
<td></td>
</tr>
<tr>
<td>60058810</td>
<td>DELTA CHARTER SERVICE</td>
<td>9/24/2021</td>
<td>12,059.00</td>
<td></td>
</tr>
<tr>
<td>60058811</td>
<td>ENOS, BRIAN</td>
<td>9/24/2021</td>
<td>5.60</td>
<td></td>
</tr>
<tr>
<td>60058812</td>
<td>PETTY CASH</td>
<td>9/24/2021</td>
<td>30.00</td>
<td></td>
</tr>
<tr>
<td>60058813</td>
<td>PETTY CASH</td>
<td>9/24/2021</td>
<td>110.80</td>
<td></td>
</tr>
<tr>
<td>60058814</td>
<td>POINT QUEST EDUCATION CV L</td>
<td>9/24/2021</td>
<td>2,730.00</td>
<td></td>
</tr>
<tr>
<td>60058815</td>
<td>WELLS FARGO BANK/PETTY CAS</td>
<td>9/24/2021</td>
<td>53.26</td>
<td></td>
</tr>
<tr>
<td>60058816</td>
<td>Walter William Ebbett</td>
<td>9/24/2021</td>
<td>1,340.57</td>
<td></td>
</tr>
<tr>
<td>60058817</td>
<td>JM ENVIRONMENTAL INC.</td>
<td>9/24/2021</td>
<td>6,727.00</td>
<td></td>
</tr>
<tr>
<td>60058818</td>
<td>A-Z BUS SALES</td>
<td>9/24/2021</td>
<td>383.80</td>
<td></td>
</tr>
<tr>
<td>60058819</td>
<td>ALHAMBRA</td>
<td>9/24/2021</td>
<td>20.87</td>
<td></td>
</tr>
<tr>
<td>60058820</td>
<td>AMADOR CO USD REVOLVING FUND</td>
<td>9/24/2021</td>
<td>1,110.34</td>
<td></td>
</tr>
<tr>
<td>60058821</td>
<td>BOWHAY M D, THOMAS A</td>
<td>9/24/2021</td>
<td>625.00</td>
<td></td>
</tr>
<tr>
<td>60058822</td>
<td>CANNON SPORTS</td>
<td>9/24/2021</td>
<td>24.24</td>
<td></td>
</tr>
<tr>
<td>60058823</td>
<td>HUNT &amp; SONS INC</td>
<td>9/24/2021</td>
<td>38,596.42</td>
<td></td>
</tr>
<tr>
<td>60058824</td>
<td>SCHOLASTIC INC</td>
<td>9/24/2021</td>
<td>121.00</td>
<td></td>
</tr>
<tr>
<td>60058825</td>
<td>STEMSCOPES</td>
<td>9/24/2021</td>
<td>745.00</td>
<td></td>
</tr>
<tr>
<td>60058826</td>
<td>AT&amp;T</td>
<td>9/24/2021</td>
<td>397.55</td>
<td></td>
</tr>
<tr>
<td>60058827</td>
<td>CITY OF PLYMOUTH</td>
<td>9/24/2021</td>
<td>4,126.35</td>
<td></td>
</tr>
<tr>
<td>60058828</td>
<td>WATER AGENCY</td>
<td>9/24/2021</td>
<td>10,910.70</td>
<td></td>
</tr>
<tr>
<td>60058829</td>
<td>COSTLESS FOOD CO.</td>
<td>9/24/2021</td>
<td>210.03</td>
<td></td>
</tr>
<tr>
<td>60058830</td>
<td>DEPT. OF INDUSTRIAL RELATIONS</td>
<td>9/24/2021</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>60058831</td>
<td>EDGENUITY INC.</td>
<td>9/24/2021</td>
<td>1,000.00</td>
<td></td>
</tr>
<tr>
<td>60058832</td>
<td>FERGUSON ENTERPRISES INC #</td>
<td>9/24/2021</td>
<td>763.21</td>
<td></td>
</tr>
<tr>
<td>60058833</td>
<td>IONE ACE HARDWARE</td>
<td>9/24/2021</td>
<td>14.62</td>
<td></td>
</tr>
<tr>
<td>60058834</td>
<td>LOWE'S</td>
<td>9/24/2021</td>
<td>531.08</td>
<td></td>
</tr>
<tr>
<td>60058835</td>
<td>SOUTHWEST SCHOOL SUPPLY IN</td>
<td>9/24/2021</td>
<td>123.48</td>
<td></td>
</tr>
<tr>
<td>60058836</td>
<td>VIVAYIC INC</td>
<td>9/24/2021</td>
<td>12,750.00</td>
<td></td>
</tr>
<tr>
<td>60058837</td>
<td>KAMPS PROPANE-SERVICE GROUP</td>
<td>9/24/2021</td>
<td>1,746.62</td>
<td></td>
</tr>
<tr>
<td>60058838</td>
<td>YEARBOOKS NCA</td>
<td>9/24/2021</td>
<td>350.00</td>
<td></td>
</tr>
<tr>
<td>60058839</td>
<td>AMPLIFIED IT LLC</td>
<td>9/24/2021</td>
<td>6,936.00</td>
<td></td>
</tr>
<tr>
<td>60058840</td>
<td>BLICK ART MATERIALS</td>
<td>9/24/2021</td>
<td>1,994.03</td>
<td></td>
</tr>
<tr>
<td>60058841</td>
<td>CDW GOVERNMENT INC</td>
<td>9/24/2021</td>
<td>135,852.57</td>
<td></td>
</tr>
<tr>
<td>60058842</td>
<td>CEV MULTIMEDIA</td>
<td>9/24/2021</td>
<td>4,000.00</td>
<td></td>
</tr>
<tr>
<td>60058843</td>
<td>LOZANO SMITH LLP</td>
<td>9/24/2021</td>
<td>50,545.61</td>
<td></td>
</tr>
</tbody>
</table>
60058844  OFFICE DEPOT INC          40  9/24/2021     941.66
60058845  DBA CI SOLUTIONS          40  9/24/2021    1,090.00
60058846  AMADOR CO USD REVOLVING FU 40  9/24/2021     158.30
60058847  CAPITOL CLUTCH AND BRAKE I 40  9/24/2021      30.31
60058848  CPM EDUCATION PROGRAM      40  9/24/2021    1,748.08
60058849  NCS PEARSON INC           40  9/24/2021     3,496.18
60058850  STUDIES WEEKLY INC        40  9/24/2021     222.72
60058851  SWEET PEA SEPTIC          40  9/24/2021     660.00
60058852  VOX NETWORK SOLUTIONS INC. 40  9/24/2021      83.41
60058853  HUNT & SONS INC           40  9/24/2021      94.17
60058854  SYSCO FOOD SERV.OF CENTRAL 40  9/24/2021    9,418.86
60058855  WILLIAMS & ASSOCIATES LLC 40  9/24/2021    47,314.00
60058856  AT&T                        40  9/24/2021     891.19
60058857  AT&T LONG DISTANCE        40  9/24/2021     281.26
60058858  PG & E                     40  9/24/2021      78.67
60058859  PINE GROVE COMMUNITY       40  9/24/2021    1,167.88
60058860  ALHAMBRA                   40  9/24/2021     186.07
60058861  Amador Swim Team           40  9/24/2021  12,158.12
60058862  FLORA FRESH                40  9/24/2021     526.36
60058863  THE SCHOOL PLANNER COMPANY 40  9/24/2021    2,192.11

| Total: 761,845.98 |

If there are any questions regarding any of the payments, please contact
Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333

Background Information
California Education Code 35186 sets forth guidelines whereby a Local Educational Agency (LEA) must report any filed Williams Act complaints to the LEA’s Governing Board on a quarterly basis. There were no Williams Act complaints filed with the Amador County Unified School District for the months of July, August, or September 2021.

Fiscal Implications
None

Recommendation
The Superintendent recommends that the Board approve the Williams Act Quarterly Report

Presented by
Sean Snider, Assistant Superintendent, Educational Services
Background Information

Nexus provides a wide range of services, including the Too Good for Drugs and Botvin LifeSkills Training programs at the elementary level, Project SUCCESS at the junior high and high school level, WEB leadership at the junior high and high school level, Aggression Replacement Therapy for students in all grade levels, and the Childhood Abuse Treatment (CHAT) program contained in this operational agreement.

This MOU states that Nexus and Amador County Unified School District intend to work together toward the mutual goal of providing maximum available assistance for victims of child crime residing in Amador County. These agencies believe that continued implementation of the California Office of Emergency Services Child Abuse Treatment (CHAT) program, as described in the agreement, will further this goal.

Fiscal Implications

None

Recommendation

The Superintendent recommends approval of this operational agreement

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

CHAT Operational Agreement- Nexus-ACUSD-ACOE 2021-2024
Child Abuse Treatment (CHAT) Program
Operational Agreement
between
Nexus Youth & Family Services
and
Amador County Office of Education
Amador County Unified School District

This operational agreement stands as evidence that Nexus Youth & Family Services (Nexus) and the Amador County Office of Education (ACOE)/Amador County Unified School District (ACUSD) intend to work together toward the mutual goal of providing maximum available assistance for child crime victims residing in Amador County. Both agencies believe that the implementation of the Child Abuse Treatment (CHAT) program, as described herein, will further this goal. To this end, each agency agrees to participate in the program by coordinating/providing the following services:

The Nexus CHAT project will closely coordinate the following services with the ACOE and ACUSD through the following efforts:

- ACOE and ACUSD staff will be readily available to Nexus for service provision through referring child victims of abuse and/or trauma (to include neglect, sexual, physical and emotional abuse, domestic violence, school and community violence, hate crimes, child abduction, children whose lives are victimized by parental substance abuse, high tech crimes against children, runaway youth, and self-injury or suicidal youth) to Nexus for therapeutic counseling services by using the Nexus Youth & Family Services Referral Form as well as the Authorization to Exchange Information document.

- Schedule meetings as needed between the CHAT Project Director and ACOE/ACUSD personnel to discuss strategies, timetables, and implementation of mandated services.

The formal referral system that is already in place is comprised of:

- Documents with contact information are available that explain Nexus therapeutic services.
- Nexus referral form is available to expedite service process.
- Nexus clinical staff, comprised of licensed therapists or registered interns, is readily available to provide services to child victims of crime.

Roles and Responsibilities of Nexus Youth & Family Services

Clinical psychotherapy services will be provided free of charge to child victims of crime by a licensed therapist, registered intern or trainee. Clinical staff is trained in trauma treatment modalities. Nexus clinical staff is flexible with scheduling appointments and will make every
effort to accommodate the client’s scheduling needs, thus making therapy more accessible.

Roles and Responsibilities of the
Amador County Office of Education and Amador County Unified School District

The ACOE and ACUSD agrees to formally refer child victims of crime and/or abuse as defined above to Nexus Youth & Family Services for therapeutic counseling.

This agreement will be in effect for three (3) years from the date of the signed agreement. We, the undersigned, as authorized representatives of Nexus Youth & Family Services and the Amador County Office of Education/Amador Unified School District do hereby approve this document.

Name and signature of person authorized to sign the CHAT Operational Agreement:

__________________________________________________________________________  ______________
Tara Parker  Date
Director of Grants Administration, Nexus Youth & Family Services

__________________________________________________________________________  ______________
Sean Snider  Date
Assistant Superintendent, Educational Services
12. 4. c. Operational Agreement between Nexus and Amador County Unified School District for the Unserved / Underserved Child and Youth Advocacy Program (XY)

Background Information

Nexus provides a wide range of services, including the Too Good for Drugs and Botvin LifeSkills Training programs at the elementary level, Project SUCCESS at the junior high and high school level, WEB leadership at the junior high and high school level, Aggression Replacement Therapy for students in all grade levels, the Childhood Abuse Treatment (CHAT) program, and the Unserved / Underserved Child and Youth Advocacy Program (XY) contained in this operational agreement.

The purpose of the XY Program is to provide advocacy and support services to unserved/underserved child and youth victims of crime. This can be accomplished by maintaining and/or enhancing the existing efforts to commit staff time to specifically address the needs of the identified unserved/underserved child and youth victim population, hiring staff that reflects that population, training staff on the cultural norms of the population, and/or increasing outreach efforts.

This MOU states that Nexus and Amador County Unified School District intend to work together toward the mutual goal of providing maximum available assistance for child victims of the crime of Parental Chemical Substance Abuse (PCSA) residing in Amador County. These agencies believe that continued implementation of the XY program, as described in the agreement, will further this goal.

Fiscal Implications

None

Recommendation

The Superintendent recommends approval of this Operational Agreement

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

 XY Program Operational Agreement Nexus-ACUSD-ACOE 2021

Quick Summary / Abstract

This MOU states that Nexus and Amador County Unified School District intend to work together toward the mutual goal of providing maximum available assistance for child victims of the crime of Parental Chemical Substance Abuse (PCSA) residing in Amador County. These agencies believe that continued implementation of the XY program, as described in the agreement, will further this goal.
Unserved/Underserved Child and Youth Advocacy Program (XY)
Operational Agreement
between
Nexus Youth & Family Services
and
Amador County Office of Education
Amador County Unified School District

This operational agreement stands as evidence that Nexus Youth & Family Services (Nexus) and Amador County Office of Education (ACOE)/Amador County Unified School District (ACUSD) intend to work together toward the mutual goal of providing maximum available assistance for child victims of the crime of Parental Chemical Substance Abuse (PCSA) residing in Amador County. Both entities believe that the implementation of the Nexus XY program, as described herein, will further this goal. To this end, each entity agrees to participate in the program by coordinating/providing the following services:

The Nexus XY project will closely coordinate the following services with the ACOE and ACUSD through the following efforts:

- ACOE and ACUSD staff will be readily available to Nexus for service provision through referring child victims of PCSA to Nexus for comprehensive advocacy services by using the Nexus Youth & Family Services Referral Form as well as the Authorization to Exchange Information document.

- Schedule meetings as needed between the XY Project Director and ACOE and ACUSD personnel to discuss strategies, timetables, and implementation of mandated services.

The formal referral system that is already in place is comprised of:

- Documents with contact information are available that explain Nexus services.
- Nexus referral form is available to expedite service process.
- Nexus staff are readily available to provide services to child victims of PCSA.

Roles and Responsibilities of Nexus Youth & Family Services

Comprehensive advocacy services will be provided free of charge to child victims of PCSA by a trained staff member or volunteer advocate. Services will include crisis intervention, counseling referrals, advocacy, information regarding crime victim compensation benefits, emergency assistance, and information & referral.

Roles and Responsibilities of Amador County Probation Department

The ACOE and ACUSD agrees to formally refer child victims of PCSA to Nexus Youth & Family Services for comprehensive advocacy services.
This agreement will be in effect for three (3) years from the date of the signed agreement. We, the undersigned, as authorized representatives of Nexus Youth & Family Services and the ACOE and ACUSD do hereby approve this document.

Name and signature of person authorized to sign the XY Operational Agreement:

________________________________________  ________________
Tara Parker  
Date
Director of Grants Administration
tparker@nexusyfs.org

________________________________________  ________________
Sean Snider  
Date
Assistant Superintendent, Educational Services
ssnider@acusd.org
12. 5. Donations

Background Information
Sutter Creek Elementary received donated office supplies.

Fiscal Implications
N/A

Recommendation
Superintendent Gibson recommends approving these donations.

Presented by
Dr. Torie Gibson, Superintendent

Supporting Documents
Sutter Creek El Donation

Quick Summary / Abstract
Sutter Creek Elementary received donated office supplies.
Date: 9.15.21

School Site/Department: SCP

Name of person completing this form: Tracy Ament

Description of Gift/Contribution: Office Supplies

No goods or services were provided by Amador County Public Schools in return for the contribution.

Does the gift/contribution require Maintenance Department services for installation? [ ] Yes [X] No

If yes, Maintenance Department completes this section.

Required materials for installation:

Labor costs of installation:

Total:

Maintenance Director’s Signature:

Name of Donee/Contributor: Nicole Lowe

Mailing Address: 13405 Ridge Rd.

Town: Sutter Creek Zip: 95685

Telephone No.: 

Have you acknowledged receipt of gift/contribution with a thank you letter? [X] Yes [ ] No
(If yes, please attach a copy of thank you letter.)

**Note: If maintenance and material costs for installation are unbudgeted or prohibitively high, the Superintendent may recommend Board rejection of the gift/contribution.

Form No. 49 (Rev. 3/2008)
September 13, 2021

Nicole Lowe
13405 Ridge Rd
Sutter Creek, CA 95685

Dear Nicole,

On behalf of the staff of Sutter Creek Elementary School, I would like to personally thank you for your donation of office supplies. Your generosity is much appreciated.

Your donation will be put to good use at Sutter Creek Elementary.

Thank you again for your support of the staff of Sutter Creek Elementary.

Sincerely,

Tia Peters
Principal
Sutter Creek Elementary

TP/ta
PC: ACUSD
School ID #94-2645622
13. 1. Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plan During COVID-19 for a Safe Return to School for the 2021-2022 School Year (As Needed) (Dr. Gibson/Mr. Snider)

Background Information
This will be a standing agenda item throughout the year as we will need to update the Board of Trustees on CDPH mandates and guidance that could require modifications to our health and safety plan. All updates are noted in the safety plan in red font. Once approved by the Board, it will be updated on the ACUSD Website under COVID-19 Dashboard. Updates to CDPH FAQs: FAQs 3, 10, and 11 were revised. FAQs 12-16 and 18-19 were added.

Fiscal Implications
N/A

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Dr. Torie Gibson, Superintendent

Supporting Documents
- ACUSD Health and Safety Plan during COVID-19 for Board Approval 10-6-21
- K-12 Schools Guidance 2021-2022 Questions & Answers
- Vaccine Requirements
- California Becomes First State in Nation to Announce COVID-19 Vaccine to List of Required Schoo..

Quick Summary / Abstract
This will be a standing agenda item throughout the year as we will need to update the Board of Trustees on CDPH mandates and guidance that could require modifications to our health and safety plan. All updates are noted in the safety plan in red font. Once approved by the Board, it will be updated on the ACUSD Website under COVID-19 Dashboard.
On July 12, 2021, the California Department of Public Health (CDPH) published its updated guidance for K-12 schools for the 2021-2022 school year. The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. This plan is based on current guidance as of 2:00 pm on October 6, 2021, and is subject to change based on additional guidance issued by CDPH after this date and time.

The surest path to safe and full in-person instruction at the outset of the school year, as well as minimizing missed school days in an ongoing basis, is a strong emphasis on the following: vaccination for all eligible individuals to get COVID-19 rates down throughout the community; universal masking in schools, which enables no minimum physical distancing, allowing all students access to full in-person learning, and more targeted quarantine practices, keeping students in school; and access to a robust COVID-19 testing program as an available additional safety layer. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is consistent with the Centers for Disease Control (CDC) K-12 School Guidance.

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in K-12 schools. COVID-19 is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing. Additionally, under the new guidance from the CDC, universal masking also permits modified quarantine practices under certain conditions in K-12 settings, further promoting more instructional time for students.
CDPH will continue to assess conditions on an ongoing basis, and will determine no later than November 1, 2021, whether to update mask requirements or recommendations. Indicators, conditions, and science review will include vaccination coverage status, consideration of whether vaccines are available for children under 12, community case and hospitalization rates, outbreaks, and ongoing vaccine effectiveness against circulating variants of COVID, in alignment with the CDC-recommended indicators to guide K-12 school operations.

This guidance is designed to enable all schools to offer and provide full in-person instruction to all students safely, consistent with the current scientific evidence about COVID-19, even if pandemic dynamics shift throughout the school year, affected by vaccination rates and the potential emergence of viral variants.

This guidance includes mandatory requirements, in addition to recommendations and resources to inform decision-making. Stricter guidance may be issued by local public health officials or other authorities.


**Safety Measures for California’s K-12 Schools**

1. **Masks**
   a. Masks are optional outdoors for all students and staff in K-12 school settings. Because of this, teachers are encouraged to find an outdoor space to conduct class as much as possible to minimize the amount of time masks are required.
   b. K-12 students are required to mask indoors, with limited exemptions per CDPH face mask guidance. Adults in K-12 school settings are required to mask when sharing indoor spaces with students.
   c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
   d. Schools must develop and implement local protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
   e. Consistent with guidance from the 2020-21 school year, schools must develop and implement local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering, including independent study.
f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

For students who are not exempt from wearing a face covering per the CDPH Face Coverings Guidance updated August 2, 2021 section titled, “Safety Measures for K-12 Schools – Item #1: Masks”, the following enforcement process will apply:

- Students will be redirected by staff any time a mask is not worn, or not worn properly, while indoors on school property.
- Students refusing to wear a mask after being redirected by a staff member to do so, or after being provided a mask by a staff member, will be referred to the office for consultation. A staff member will meet with the student and review all CDPH guidelines and emphasize proper mask wearing requirements.
- If a student continues to not follow redirection after meeting with school staff, a meeting with the principal, parent and student will be scheduled immediately.
- Students continuing to refuse to wear a mask after the parent conference will have the following options - Option 1: Go through the Mask Exemption Process if applicable, or Option 2: Enroll in the district’s Independent Study/Virtual Learning program option (see details below).

<table>
<thead>
<tr>
<th>Option 1:</th>
<th>Option 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mask Exemption Process per CDPH Guidance for K-12 Schools- Safety Measures- Masks</strong></td>
<td>Enroll in the district’s Independent Study/Virtual Learning program</td>
</tr>
<tr>
<td>- Certain students with mental health or medical conditions, and disabilities may be exempt from the mask requirement.</td>
<td>- Contact school site administration for enrollment:</td>
</tr>
<tr>
<td>- Parent obtains the Student Mask Exemption Request Form to begin the process for mask exemption while at school.</td>
<td>o TK-6 - John Hawley at Pine Grove Virtual Academy; 296-2800 or <a href="mailto:jhawley@acusd.org">jhawley@acusd.org</a></td>
</tr>
<tr>
<td>- Parent takes form to student’s licensed physician to complete.</td>
<td>o 7-12 - Kelly Hunkins at North Star Academy; 257-5100 or <a href="mailto:khunkins@acusd.org">khunkins@acusd.org</a></td>
</tr>
<tr>
<td>- Per CDPH guidance on August 6, 2021, a licensed physician must provide authorization in order for a student to have an approved mask exemption.</td>
<td>- Until the request form process is fully approved and completed, students attending in person learning will be required to wear a face covering, or parents have the option to have their child(ren) attend the Independent Study/Virtual Learning program option while going through the mask exemption process.</td>
</tr>
<tr>
<td>- Until the request form process is fully approved and completed, students attending in person learning will be required to wear a face covering, or parents have the option to have their child(ren) attend the Independent Study/Virtual Learning program option while going through the mask exemption process.</td>
<td>- The Mask Exemption Process will be as follows:</td>
</tr>
<tr>
<td>- The Mask Exemption Process will be as follows:</td>
<td>o Parents will request the COVID-19 Student Mask Exemption Form from their school site office.</td>
</tr>
<tr>
<td>- Contact school site administration for enrollment:</td>
<td>o Once a parent provides a completed Student Mask Exemption Request Form from a licensed physician, the parent will bring the form to school site for processing.</td>
</tr>
</tbody>
</table>
Exemption exists if a licensed physician determines one of the following is met:

- The student is under the age of 2
- The student has a medical condition
- The student has a mental health condition
- The student has a communication disability
- The student’s learning is inhibited because they are hearing impaired

- If the student is found to be exempt from wearing a face covering, it will be determined if an alternative face covering (such as a face shield with a drape) can be used by the student.

- Once the process has been completed, the approved COVID-19 Student Mask Exemption Form will be provided to the teacher(s) of record for the student and the school administrator for that student.
The term “close contact” in this document means the following: within 6’ for 15 cumulative minutes or more, in a 24 hour period while indoors.
● If there is an exposure in the classroom the following must occur per CDPH and ACPH:
  ○ Any student not wearing a mask, who was a close contact with an individual who was also not wearing a mask and has a positive COVID-19 test must:
    ■ Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
    ■ Remain in quarantine until after day 10 from the date of last exposure without testing, OR
    ■ Remain in quarantine until after day 7 if a COVID-19 test is completed after day 5 from the date of last exposure, and tests negative.
  ○ Any student not wearing a mask, who was a close contact with an individual who was wearing a mask and has a positive COVID-19 test must:
    ■ Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
    ■ Remain in quarantine until after day 10 from the date of last exposure without testing, OR
    ■ Remain in quarantine until after day 7 if a COVID-19 test is completed after day 5 from the date of last exposure, and tests negative.
  ○ Any student wearing a mask, who was a close contact with an individual who was not wearing a mask and has a positive COVID-19 test must:
    ■ Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
    ■ Remain in quarantine until after day 10 from the date of last exposure without testing, OR
    ■ Remain in quarantine until after day 7 if a COVID-19 test is completed after day 5 from the date of last exposure, and tests negative.
  ○ Any student wearing a mask, who was a close contact with an individual who was also wearing a mask and has a positive COVID-19 test may continue to attend school for in person instruction if they:
    ■ Are asymptomatic
    ■ Continue to appropriately mask as required
    ■ Undergo at least twice a week testing during the 10 day modified quarantine
    ■ Full quarantine applies for all extra-curricular activities at school, including sports, and activities within the community setting
    ■ Remain in modified quarantine until after day 10 from the date of last exposure without testing, OR
    ■ Remain in modified quarantine until after day 7 if a COVID-19 test is completed after day 5 from the date of last exposure, and tests negative.
  ○ Any staff member wearing a mask, who was a close contact with a student who was not wearing a mask and has a positive COVID-19 test may discontinue quarantine:
    ■ After day 10 from the date of last exposure without testing,
    ■ Continue to quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
  ○ Any student or staff member who is within 90 days of a prior COVID positive test result does not need to quarantine after a repeat exposure to COVID within that time frame. They also are not advised to get re-tested UNLESS they develop symptoms after that known exposure.

● Any student or staff member who is a close contact and is fully vaccinated as verified by the district can:
  ○ Refrain from quarantine, wear a mask, and get tested 3-5 days following a known exposure, even if they remain asymptomatic
  ○ Students and parents must screen for symptoms each morning prior to arriving on campus, and stay home if symptoms are present
2. **Physical Distancing**
   a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with [CDC K-12 School Guidance](https://www.cdc.gov/coronavirus/2019-ncov/hcp/education-resources.html).

3. **Health Screening:**
   a. Passive (Self) Screening: Staff and students must self-screen for symptoms at home daily. This is called passive screening. If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow Stay at Home and Return to School Requirements. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.

4. **Ventilation Recommendations**
   a. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.

5. **Recommendations for staying home when sick and getting tested:**
   a. Follow the strategy for Staying Home when Sick and Getting Tested from the CDC.
   b. Getting tested for COVID-19 when symptoms are consistent with COVID-19 will help with rapid contact tracing and prevent possible spread at schools.
   c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
      i. At least 24 hours have passed since resolution of fever without the use of fever reducing medications; and
      ii. Other symptoms have improved; and
      iii. They have a negative test for COVID-19, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis, OR at least 10 days have passed since symptom onset.

6. **Screening testing recommendations:**
   a. A robust testing program is one key strategy to allow schools to continue to remain open. Testing can modify quarantine as allowed under the K-12 School Guidance, and it also supports minimizing missed school days. As of August 5, 2021, testing is available for employees at Pine Grove Elementary School and Ione Junior High School, and for students and employees at
Amador High School and Argonaut High School. Our goal is to have testing available for students and staff at all school campuses soon after the start of the 2021-2022 school year.

7. Case reporting, contact tracing and investigation
   a. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.
   b. Each school should have a COVID-19 liaison to assist the local health department with contact tracing and investigation. The LEA should also have a lead liaison.

8. Quarantine recommendations for vaccinated close contacts
   a. For the purposes of this guidance, people are considered fully vaccinated: two weeks or more after they have received the second dose in a 2-dose series (Pfizer or Moderna), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen).
   b. Close contacts who are fully vaccinated can:
      i. Refrain from quarantine and testing following a known exposure as long as they remain asymptomatic.
      ii. Following a known exposure at work, fully vaccinated workers do not need to quarantine if asymptomatic.

9. Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact.
   a. When both parties were wearing a mask in the indoor classroom setting, unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) may undergo a modified 10-day quarantine as follows. They may continue to attend school for in-person instruction if they:
      i. Are asymptomatic;
      ii. Continue to appropriately mask, as required;
      iii. Undergo at least twice weekly testing during the 10-day quarantine; and
      iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

10. Quarantine recommendations for: unvaccinated close contacts who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described in #9 above.
   a. For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:
9

i. Quarantine can end after Day 10 from the date of last exposure without testing; OR
ii. Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative.

b. To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:
   i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
   ii. Follow all recommended non-pharmaceutical interventions (e.g., *wearing a mask when around others*, hand washing, avoiding crowds) through Day 14 from last known exposure.

   c. If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested, and contact their healthcare provider with any questions regarding their care.

**See appendix A for a flow chart about when students and staff must quarantine.

11. Quarantine and testing Recommendations for individuals who have tested positive for COVID in the last 90 days
   a. People who are within 90 days of their prior positive do not need to quarantine after a repeat exposure to COVID within that time frame, and are not advised to get re-tested UNLESS they develop symptoms after that known exposure.

12. Isolation recommendations
   a. Both vaccinated and unvaccinated people who test positive for COVID-19 should immediately self-isolate. In the event a student or staff member tests positive, the scenario 3 letter (confirmed COVID case) will be sent home to the families of impacted students. The scenario 2 (close contact), and scenario 4 (follow-up to scenario 2- close contact) letters are discontinued effective the 2021-2022 school year.
   b. Those who are *symptomatic* may discontinue self-isolation only under the following conditions:
      i. At least 10 days have passed since symptom onset; AND
      ii. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
      iii. Other symptoms have improved
   c. People with COVID-19 who are *asymptomatic*, meaning that they have NOT had any symptoms, may discontinue isolation under the following conditions:
      i. At least 10 days have passed since the date of the first positive COVID-19 test.
      ii. If they develop symptoms, then the strategies for discontinuing isolation for symptomatic persons (see above) should be used.
13. Hand hygiene recommendations
   a. Teach and reinforce washing hands, avoiding contact with one’s eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
   b. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.
   c. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

14. Cleaning recommendations
   a. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.
   b. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see Cleaning and Disinfecting Your Facility.
   c. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.

15. Food service recommendations
   a. Maximize physical distance as much as possible while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.
   b. Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
   c. Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.

16. School Bus/Transportation
   a. All requirements apply to the school bus as well.
      i. All riders must wear a mask while riding the bus, unless exempted.
      ii. Good ventilation with open/partially open windows is recommended.
iii. Buses should be cleaned daily and cleaned and disinfected after transporting any individual who is exhibiting symptoms of COVID-19.

17. Responding to students or staff exhibiting symptoms at school:
   a. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. Sick students and sick staff must:
      i. Be quickly separated from other students/staff until picked up by parent/guardian
      ii. Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated
      iii. Wear a disposable mask
      iv. Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves
      v. Call parent/guardian for immediate pick up
         1. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
         2. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
      vi. Disinfect all surfaces after the student/staff leaves and before use by others
      vii. If COVID-19 is suspected, contact your school nurse or Human Resources. Follow Communicable Disease Response Protocols for notifying Human Resources for possible outbreaks of infectious disease
   b. Collect and track illness-related absence information at the time of student or staff absence.
      i. Train attendance staff to support contract tracing as directed by the Amador County Health Department
      ii. School site staff responsible for entering attendance data into Aeries will also list reasons for illness, symptoms, and date of onset in the "Comments" section
   c. Follow HIPAA confidentiality laws noting that communicable disease concerns are confidential, and all staff are expected to protect health information.
   d. Contact the Human Resources Department
   e. Designated Human Resources staff will report all COVID-19 diagnoses, as well as any unusually high number of illness-related student and staff absences, to Amador County Public Health. Amador County Public Health and ACUSD will coordinate response to COVID-19 cases within the confidentiality framework of HIPPA and FERPA. The Assistant Superintendent of Human Resources and Labor Relations will be the point of contact for all staff related cases and the Assistant Superintendent of Educational Services will be the point of contact for all student related cases.
   f. Require students and staff to remain home per Stay at Home Requirements.
i. Stay home if experiencing the following symptoms of illness: fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. * Subject to change as revised by CDC.

ii. Stay home if advised to isolate or quarantine by your doctor or the health department due to COVID-19 precautions. Reasons may include:
   1. Recent contact with a person with COVID-19
   2. Recent diagnosis with COVID-19
   3. Recent travel from anywhere with widespread COVID transmission

iii. The COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs will be used to determine stay at home, isolation, or quarantine lengths on a case by case basis. Return to school or work when free of symptoms for 24 hours, and at least 10 days have passed from the start of symptoms or the date the positive test was collected, and/or after the ordered quarantine/isolation period has ended, as applicable.

   g. Additional activities may be required as advised by Human Resources following county health department orders.

   *See Appendix B for a flow chart of what to do if a student is sick.

18. Vaccination verification considerations
   a. To inform implementation of prevention strategies that vary by vaccination status (testing, contact tracing efforts, and quarantine and isolation practices), refer to the CDPH vaccine verification recommendations. Reasons for determining vaccination status include:
      i. Employees who are not fully vaccinated, or who decline to verify vaccine status, are required to continue to wear approved face coverings at work indoors, except when briefly eating or drinking or alone in a room or vehicle.
      ii. Fully vaccinated employees (2 weeks after your last COVID-19 vaccine) who are not working directly in contact with students and where no students are present, can choose to not wear face coverings while indoors at work. If an employee has been vaccinated against COVID-19 and wishes to remove their face covering, the District is required to document the employee’s COVID-19 vaccination status. Contact the Human Resources Office if you did not receive the vaccination verification form to complete.
      iii. Fully vaccinated students and staff do not need to quarantine in the event of an exposure, as long as they remain asymptomatic and follow all current CDPH/CDC recommendations as detailed on page 8.

   b. Options for Providing Proof of Vaccination:
      i. Covid-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
ii. A photo of a vaccination card as a separate document; OR
iii. A photo of the client's vaccine card stored on a phone or electronic device; OR
iv. Documentation of vaccination from a healthcare provider; OR
v. Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type. The QR code must also confirm the vaccine record as an official record of the state of California; OR
vi. Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

19. COVID-19 Safety Planning Transparency Recommendations

a. In order to build trust in the school community and support successful return to school, it is a best practice to provide transparency to the school community regarding the school’s safety plans. It is recommended that at a minimum all local educational agencies (LEAs) post a safety plan, communicating the safety measures in place for 2021-22, on the LEA’s website and at schools, and disseminate to families in advance of the start of the school year.

Additional considerations or other populations

1. Disabilities or other health care needs recommendations

a. When implementing this guidance, schools should carefully consider how to address the legal requirements related to provision of a free appropriate public education and requirements to reasonably accommodate disabilities, which continue to apply.
b. Refer to the CDC K-12 guidance section on “Disabilities or other health care needs” for additional recommendations.

2. Visitor recommendations

a. Schools should review their rules for visitors and family engagement activities.
b. Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to high COVID-19 community transmission.
c. Schools should not limit access for direct service providers, but can ensure compliance with school visitor polices.
d. For essential volunteers, the following requirements apply:
   i. Provide proof of full COVID-19 vaccination, or provide proof of a negative COVID-19 test that was done within 1 week of the volunteer event, or weekly tests for ongoing volunteers. Antigen rapid tests are available free of charge for volunteers at all school sites, and can even be given the day of volunteering.
ii. Complete the assumption of risk form.

e. Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or COVID-19, should stay home and seek testing and care.

3. Additional information about how this guidance applies to other supervised settings for K-12 school-aged children and youth (including activities such as band, drama) is forthcoming. Childcare settings and providers remain subject to separate guidance.

Cal/OSHA Regulations for K-12 School Settings
Workplace safety practices are governed by Cal/OSHA. The following regulations adopted by Cal/OSHA on June 17, 2021 are specific to K-12 school settings, and were effective immediately:

- Any employees, working directly in contact with students and while students are present, must continue to wear face coverings at all times indoors while students are present, regardless of vaccination status.
- There are no face covering requirements outdoors regardless of vaccination status for adults and students (except in the event of a major workplace COVID-19 outbreak).
- All requirements for physical distancing and barriers have been removed, regardless of employee vaccination status (except in the event of a workplace COVID-19 outbreak).
- Fully vaccinated employees (2 weeks after your last COVID-19 vaccine) who are not working directly in contact with students and where no students are present, can choose to not wear face coverings while indoors at work. If an employee has been vaccinated against COVID-19 and wishes to remove their face covering, the District is required to document the employee’s COVID-19 vaccination status. Contact the Human Resources Office if you did not receive the vaccination verification form to complete.
- Employers must provide face coverings to any employee who requests one, regardless of vaccination status.
- Employers must provide unvaccinated employees with approved respirators, such as N-95 for voluntary use when working indoors or in a vehicle with others, upon request.
- The definition of a sufficient face covering at work now includes only a medical, surgical, or two-fabric layer mask, or N-95 respirator. Please refer to the CDPH “Get the Most Out of Masking” document. https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Get-the-Most-out-of-Masking.aspx#
- Employees who are not fully vaccinated, or who decline to verify vaccine status, are required to continue to wear approved face coverings at work indoors, except when briefly eating or drinking or alone in a room or vehicle.
● Employers must notify employees of the benefits of the COVID-19 vaccine, including that the vaccine has been effective at preventing serious illness or death. Here is information on the COVID-19 Vaccine and the benefits of the vaccine.

● All visitors to any indoor District facility must wear face coverings while inside those facilities if they are not fully vaccinated against COVID-19, unless they meet one of the following:
  o They are under 2 years of age.
  o They have a medical condition, mental condition, or disability that prevents wearing a face covering.
  o They are hearing impaired or actively communicating with a person who is hearing impaired where the ability to see the mouth is essential for communication.

● Employers must evaluate whether it is necessary to implement physical distancing and barriers during an outbreak (3 or more cases in an exposed group of employees).

● Employers must implement physical distancing and barriers during a major outbreak (20 or more cases in an exposed group of employees).

● Employers must evaluate ventilation systems to maximize outdoor air and increase filtrations efficiency, and evaluate the use of additional air cleaning systems.

For additional information on the revised CalOSHA regulations for the workplace, visit https://www.dir.ca.gov/dosh/coronavirus/Revisions-FAQ.html

This plan will be updated throughout the 2021-2022 school year, as needed, as the CDPH and/or Cal/OSHA guidance and regulations change.
CLOSE CONTACT QUARANTINE FLOW CHART
FOR SUPERVISED SCHOOL SETTINGS
2021-2022 COVID-19 PUBLIC HEALTH GUIDANCE FOR K-12 SCHOOLS IN CALIFORNIA

IS THE CLOSE CONTACT* A STUDENT OR EMPLOYEE?

STUDENT

IS THE STUDENT SYMPTOMATIC?

YES

Exclude from school and get tested for COVID-19.

NO

IS THE STUDENT VACCINATED?

YES

COVID TEST RESULT**

POSITIVE

Isolation

Exclude from school, isolate for 10 days from symptom onset (and 24 hours without fever and improved symptoms).

NEGATIVE

Return to school after 24 hours without fever and improved symptoms.

May continue in school. Continue to mask and monitor for symptoms.

NO

IS THE STUDENT VACCINATED?

YES

RETURN TO SCHOOL AFTER 24 HOURS WITHOUT FEVER AND IMPROVED SYMPTOMS.

NO

WERE THE CASE AND CLOSE CONTACT BOTH MASKED INDOORS?

YES

Modified Quarantine

May continue in school if:
- Remain asymptomatic;
- Continue to mask;
- 2x weekly testing***;
- AND
- Continue to quarantine for all extracurricular activities

Quarantine can end after Day 7, if test (after day 5) is negative.

NO

QUARANTINE

Exclude from school for 10-day quarantine from date of last contact with case.

OR

Return to school after 24 hours without fever and improved symptoms.

EMPLOYEE

IS THE EMPLOYEE SYMPTOMATIC?

YES

Exclude from worksite and get tested for COVID-19.

NO

IS THE EMPLOYEE VACCINATED?

YES

TEST RESULT**

POSITIVE

Isolation

Exclude from worksite, isolate for 10 days from symptom onset (and 24 hours without fever and improved symptoms).

NEGATIVE

Return to worksite.

May continue at worksite. Continue to mask and monitor for symptoms.

NO

May continue at worksite for 10-day quarantine. Return to school after 24 hours without fever and improved symptoms.

*Close contact is defined as within 6 feet for more than 15 minutes over a 24-hour period.

**Recommend PCR, antigen testing if PCR is not accessible

*** 2x weekly testing can be antigen test

SYMPTOMS: High Risk (need 1): fever/chills (100.4°F), difficulty breathing, loss of taste or smell, new or worsening cough. Lower Risk (need 2): sore throat, congestion/runny nose, headache, body aches, nausea/vomiting/diarrhea. If only one low risk symptom, follow school illness policy.
WHAT TO DO IF A STUDENT IS SICK FLOWCHART

STUDENT PRESENTS WITH SYMPTOMS
High Risk (has 1 or more of these): fever/chills (100.4°F), difficulty breathing, loss of taste or smell, new or worsening cough
Lower Risk (has 2 or more of these): sore throat, congestion/runny nose, headache, body aches, nausea/vomiting/diarrhea
If only one low risk symptom, student may return 24 hours after symptom resolves.

CONDUCT VERBAL, VISUAL, AND PHYSICAL ASSESSMENT.

VERBAL:
1. When did the symptoms start? Any exposure to someone with what are your signs and symptoms?

VISUAL:
2. flushed cheeks, difficulty breathing, fatigue, extreme business/coughing

PHYSICAL:
3. >100.4 degrees F

VISUAL, VERBAL, AND/OR PHYSICAL

NO

OBSERVE FOR 10 MINUTES

IMPROVEMENT?

YES

RETURN TO CLASS

NO

CALL AND NOTIFY PARENTS

ISOLATE AND PREPARE TO SEND HOME

ARE SYMPTOMS SEVERE? IF SO, CALL 911

RETURN TO SCHOOL OPTIONS

TEST FOR COVID-19

- Positive
1) Self-quarantine for at least 10 days from date of test or when symptoms first started and
2) Avoid contact with others without wearing mask
3) tenure for 10 days with fever/redness
4) seek care from a healthcare provider
5) seek care from a healthcare provider
6) seek care from a healthcare provider
7) seek care from a healthcare provider
8) seek care from a healthcare provider
9) seek care from a healthcare provider
10) seek care from a healthcare provider
11) seek care from a healthcare provider
12) seek care from a healthcare provider
13) seek care from a healthcare provider
14) seek care from a healthcare provider
15) seek care from a healthcare provider
16) seek care from a healthcare provider
17) seek care from a healthcare provider
18) seek care from a healthcare provider
19) seek care from a healthcare provider
20) seek care from a healthcare provider
21) seek care from a healthcare provider
22) seek care from a healthcare provider
23) seek care from a healthcare provider
24) seek care from a healthcare provider
25) seek care from a healthcare provider
26) seek care from a healthcare provider
27) seek care from a healthcare provider
28) seek care from a healthcare provider
29) seek care from a healthcare provider
30) seek care from a healthcare provider
31) seek care from a healthcare provider
32) seek care from a healthcare provider
33) seek care from a healthcare provider
34) seek care from a healthcare provider
35) seek care from a healthcare provider
36) seek care from a healthcare provider
37) seek care from a healthcare provider
38) seek care from a healthcare provider
39) seek care from a healthcare provider
40) seek care from a healthcare provider
41) seek care from a healthcare provider
42) seek care from a healthcare provider
43) seek care from a healthcare provider
44) seek care from a healthcare provider
45) seek care from a healthcare provider
46) seek care from a healthcare provider
47) seek care from a healthcare provider
48) seek care from a healthcare provider
49) seek care from a healthcare provider
50) seek care from a healthcare provider
51) seek care from a healthcare provider
52) seek care from a healthcare provider
53) seek care from a healthcare provider
54) seek care from a healthcare provider
55) seek care from a healthcare provider
56) seek care from a healthcare provider
57) seek care from a healthcare provider
58) seek care from a healthcare provider
59) seek care from a healthcare provider
60) seek care from a healthcare provider
61) seek care from a healthcare provider
62) seek care from a healthcare provider
63) seek care from a healthcare provider
64) seek care from a healthcare provider
65) seek care from a healthcare provider
66) seek care from a healthcare provider
67) seek care from a healthcare provider
68) seek care from a healthcare provider
69) seek care from a healthcare provider
70) seek care from a healthcare provider
71) seek care from a healthcare provider
72) seek care from a healthcare provider
73) seek care from a healthcare provider
74) seek care from a healthcare provider
75) seek care from a healthcare provider
76) seek care from a healthcare provider
77) seek care from a healthcare provider
78) seek care from a healthcare provider
79) seek care from a healthcare provider
80) seek care from a healthcare provider
81) seek care from a healthcare provider
82) seek care from a healthcare provider
83) seek care from a healthcare provider
84) seek care from a healthcare provider
85) seek care from a healthcare provider
86) seek care from a healthcare provider
87) seek care from a healthcare provider
88) seek care from a healthcare provider
89) seek care from a healthcare provider
90) seek care from a healthcare provider
91) seek care from a healthcare provider
92) seek care from a healthcare provider
93) seek care from a healthcare provider
94) seek care from a healthcare provider
95) seek care from a healthcare provider
96) seek care from a healthcare provider
97) seek care from a healthcare provider
98) seek care from a healthcare provider
99) seek care from a healthcare provider
100) seek care from a healthcare provider

- Negative
1) Isolate for 24 hours without fever reducing medications and
2) Symptoms have improved

FEVER DIAGNOSED FROM HEALTHCARE PROVIDER

- Positive
1) Fever free for 24 hours without fever reducing medications and
2) Symptoms have improved

- Negative
1) Fever free for 24 hours without fever reducing medications and
2) Symptoms have improved

CLOSE CONTACTS CAN CONTINUE TO STAY IN SCHOOL PENDING TEST RESULTS

- If test result is positive
1) Quarantine (or modified quarantine) close contacts and notify Public Health
2) If test result takes 48 hours to receive
3) Quarantine close contacts and notify Public Health

- If child is not tested or alternate diagnosis is not available
1) "Test and stay" protocol: negative test result required for 10-day quarantine, and
2) Fever free for 24 hours without fever reducing medications, and
3) Symptoms gone

CLOSE CONTACTS CAN CONTINUE TO STAY IN SCHOOL

Contact public health for consultation, if necessary.

LAST UPDATED 9-8-2021
*Appendix C

Amador County Public Health

10877 Conductor Blvd., Suite 400
Sutter Creek, California 95685
Phone (209) 223-6407
Fax (209) 223-1562

Effective Date: September 13th, 2021
Revised Date: September 14th, 2021 to specify grade levels under testing requirement

ORDER OF THE HEALTH OFFICER OF THE COUNTY OF AMADOR
MODIFYING PREVIOUS COVID-19 ORDERS REGARDING YOUTH
EXTRACURRICULAR ACTIVITIES AND YOUTH SPORTS

This Order supersedes any previous guidance or Order related to Youth Sports and Extracurricular Activities and is in addition to the recently updated CDPH K-12 guidance on September 1, 2021. This Order will remain in place until further noted and will be continuously reassessed and weighted against the community spread and prevalence of the COVID-19 virus.

WHEREAS, a declaration of emergency was issued by the Governor of the State of California on March 18, 2020, and local emergencies have been declared in Amador County in response to the virus COVID-19; and

WHEREAS, the CDC has recommended cancelling sports and extracurricular activities in communities with high transmission, but California and our foothill counties support the safe continuance of such activities; and

WHEREAS, Since mid-June 2021, the SARS-CoV-2 B.1.617.2 (Delta) variant has been circulating in Amador County. This variant is highly transmissible and requires multi-component prevention strategies to reduce spread. Amador County is seeing a concerning uptick in cases among children under the age of eighteen; and

WHEREAS, to protect the health and safety of students, athletes, coaches, staff and volunteers, this Order is being issued to ensure safety protocols are in place;

NOW, THEREFORE, under the authority of California Health and Safety Code sections 101040, 101085 and 120175 and Title 17 California Code of Regulations, Section 2501, the Amador County Health Officer HEREBY MAKES THE FOLLOWING ORDERS, which shall be applicable within the County of Amador:

General Provisions
This Order provides requirements and general public health recommendations for extracurricular and optional organized youth activities, including all types of programs that occur on school grounds (e.g., before or after school, on school campuses, public or private) or involve school students (regardless of the activity’s location) that are not part of a required educational curriculum.
a. In workplaces, employers are subject to the Cal/OSHA COVID-19 Emergency Temporary Standards (ETS) and should consult those regulations for additional applicable requirements.
b. Vaccination: COVID-19 vaccination is strongly recommended for all eligible people in California.
c. Extracurricular activities should take place outdoors and/or distanced when feasible.
d. Masks
   i. Due to increased exhalation that occurs during physical activity, some indoor sports can put players, coaches, trainers, and others at increased risk for getting and spreading COVID-19. Similar risks exist for other extracurricular activities, such as dance, choir, theater, and school clubs that meet indoors. Given this increased risk, **masks are required indoors for all individuals in K-12 schools. This applies to all teachers, staff, students, game officials, and visitors to schools - regardless of vaccination status and for scenarios outlined below in item ii. Masks are not required when actively participating in sports or extracurricular activities when a mask cannot be worn.**
   ii. Given the prevalence of COVID-19 in the community, for outdoor sports, **all individuals regardless of vaccination status are required to wear a face mask** during any event in which there is sustained contact of 3 feet or less for a duration of 15 minutes or more in a 24-hour period. Examples include: between practice drills, on the sidelines, arriving at or departing from the playing facility, in a locker room, while not on the playing field. CDPH K-12 Face Coverings guidance requires that all persons wear a face mask at all times while riding on shared transportation for school-related activities.
   iii. For band and music classes during school hours, refer to the most updated CDPH school guidance.
e. Screening testing of student participants
   i. In areas of high transmission, the CDC recommendation would be to cancel high risk sports and extracurricular activities.
   ii. For extracurricular activities where face coverings are not worn, perform the following testing procedures.
   1. In lieu of canceling, student participants in grades 6-12 must commence and continue twice weekly antigen testing or once weekly PCR testing, within 72 hours of competition, performance or event, regardless of age or vaccine status.
   2. Tests performed at home do not meet the screening testing requirements.
   3. Individuals who have had a positive COVID-19 test in the past 90 days are excluded from testing with documentation of positive test result.
f. Recommendations for staying home when sick and getting tested:
   i. Follow CDPH Guidance if you have COVID-19 symptoms.
   ii. Youth and adults with symptoms of COVID-19 infection should not return to play or attendance until they have met the following CDPH criteria:
1. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
2. Other symptoms have improved; and
3. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.
   g. Follow CDPH Guidance on Isolation and Quarantine for COVID-19 Contact Tracing for adults who are symptomatic and/or exposed to a COVID-19 case.
   h. Follow CDPH Guidance for K-12 Schools for youth who are symptomatic and/or exposed to a COVID-19 case.
   i. Ventilation recommendations:
      i. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation.
   j. Hand hygiene recommendations
      i. Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
      ii. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.
      iii. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
   k. Cleaning recommendations
      i. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.
      ii. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see Cleaning and Disinfecting Your Facility.
      iii. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.
   l. Vaccination verification considerations
      i. For guidance on vaccine verification, or for information on how to obtain a copy of your vaccine records, see CDPH Guidance on Vaccine Records.
1. This Order is made in accordance with all applicable State and Federal laws, including but not limited to: Health and Safety Code sections 101030, et seq.; Health and Safety Code sections 120100, et seq.; and Title 17 of the California Code of Regulations section 2501.

2. This Order is made because of the propensity of the virus to spread person-to-person.

3. Copies of this Order shall promptly be posted on the County of Amador’s website and provided to any member of the public requesting a copy of this Order.

Rita H. Kerr, M.D.   September 14, 2021
Rita H. Kerr, MD   Date
Health Officer
K-12 Schools Guidance 2021-2022 Questions & Answers

9/22/2021

Related Materials
2021-2022 K-12 Schools Reopening Framework and Guidance
CDPH Guidance for the Use of Face Coverings | Safe Schools for All Hub

Updates as of September 22, 2021:

• FAQs 3, 10, and 11 were revised.
• FAQs 12-16 and 18-19 were added.

Vaccination

1. What are the benefits to being fully vaccinated for students in school?

COVID-19 vaccines are effective. They decrease the chances of getting and spreading the virus that causes COVID-19. COVID-19 vaccines help keep you from getting seriously ill even if you do get COVID-19. Getting vaccinated yourself may also protect people around you, particularly people at increased risk for severe illness from COVID-19.

Fully vaccinated students may remain in school and avoid interruptions to in-person education, even if they are exposed to someone with COVID-19, so long as they remain without symptoms. Also, fully vaccinated students are not recommended to participate in screening testing at school.

Masking

2. Why does the K-12 guidance require masks to be worn indoors?

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19. SARS-CoV-2, the virus that causes COVID-19, is primarily transmitted via airborne particles. Masks limit the spread of the virus in the air from infected persons and protect others exposed to these particles.

Universal masking indoors in K-12 schools is recommended by the American Academy of Pediatrics and by the CDC in its Guidance for COVID-19 Prevention in K-12 Schools (updated July 27, 2021). As the CDC noted: "CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status. Children should return to full-time in-person learning in the fall with layered prevention strategies in place."
Universal masking prevents outbreaks and permits modified quarantine under certain conditions in K-12 settings, supporting more instructional time and minimizing missed school days for students. Additionally, universal masking indoors is critical to enabling all schools to offer and provide full in-person instruction to all students without minimum physical distancing requirements at the outset of the school year.

As noted by the CDC, COVID-19 prevention strategies in K-12 schools are designed to protect people who are not fully vaccinated. Almost all K-6th graders are unvaccinated and will not be eligible for vaccines at the outset of the 2021-22 school year. Additionally, although some 7-12th grade students will be fully vaccinated by the start of the school year, many will not. As of July 22, 2021, less than 40% of Californians 12 to 17 years old were fully vaccinated.

Requiring universal masking indoors in K-12 schools also takes into account a number of other key considerations: operational barriers of tracking vaccination status in order to monitor and enforce mask wearing; the potential for increased transmission due to circulating variants; and potential detrimental effects on students of differential mask policies, which include: potential stigma, bullying, and isolation of vaccinated OR unvaccinated students, depending on the culture and attitudes in the school or surrounding community.

CDPH will continue to assess conditions on an ongoing basis, and will determine no later than November 1, 2021, whether to update mask requirements or recommendations. Indicators, conditions, and science review will include vaccination coverage status, in consideration of whether vaccines are available for children under 12, community case and hospitalization rates, outbreaks, and ongoing vaccine effectiveness against circulating variants of SARS-CoV-2, the virus that causes COVID-19, in alignment with the CDC-recommended indicators to guide K-12 school operations.

3. Is a doctor's note required to obtain a mask exemption? Is parental or self-attestation permitted to obtain a mask exemption?

As per CDPH Guidance on Face Coverings, "persons with a medical condition, mental health condition, or disability that prevents wearing a mask" as well as "persons who are hearing impaired" are exempt from mask requirements.

Assessing an exemption due to a medical condition, mental health condition, disability that prevents wearing a mask, or hearing impairment is a medical determination and therefore must be made by a physician (M.D. or D.O.), nurse practitioner (N.P.), or physician assistant (P.A.). In this context, (1) "physician" refers specifically to an individual having a valid certificate or license to practice medicine and surgery issued by the Medical Board of California or the Osteopathic Medical Board of California; (2) "nurse practitioner" refers specifically to registered nurses who have a valid license to practice as a nurse practitioner (N.P) by the California Board of Registered Nursing; and (3) "physician assistant" refers specifically to an individual having a valid license to practice from the California Physician Assistant Board. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.

Additionally, per CDPH K-12 Guidance, "persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it."

4. Do masks need to be worn on school buses?

Yes. CDPH Face Coverings Guidance requires that everyone (regardless of vaccination status) use masks on school buses, including on buses operated by public and private school systems. In addition, CDC’s Order requiring the wearing of masks by all people on public transportation conveyances also includes school buses. Passengers and
drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions. More information regarding the CDC Requirement for Face Masks on Public Transportation is available on the CDC’s website.

5. If students take a school trip off-campus to an indoor location, do vaccinated students need to wear a mask indoors if the location they are visiting does not require fully vaccinated people to wear masks?

If students are participating in a school event or being supervised by school staff, face mask guidance for K-12 settings must be followed regardless of location.

6. Why do vaccinated teachers need to wear a mask?

As noted by the CDC, COVID-19 prevention strategies in K-12 schools are designed to protect people who are not fully vaccinated. Many students will not be fully vaccinated by the start of the school year. Due to the potential for increased spread from highly transmissible circulating variants and that face masks remain one of the most effective and simplest safety mitigation layers, adults – including those who are fully vaccinated – in K-12 school settings are required to mask when sharing indoor spaces with students. Universal indoor masking of teachers, regardless of vaccination status, is also recommended by the CDC.

CDPH will continue to assess conditions on an ongoing basis, and will determine no later than November 1, 2021, whether to update mask requirements or recommendations. Indicators, conditions, and science review will include vaccination coverage status, in consideration of whether vaccines are available for children under 12, community case and hospitalization rates, outbreaks, and ongoing vaccine effectiveness against circulating variants of SARS-CoV-2, the virus that causes COVID-19, in alignment with the CDC-recommended indicators to guide K-12 school operations.

Quarantine

7. Why does the guidance permit students with known exposures to COVID-19 to remain in-school?

Scientific research and experience from around the country demonstrate that when both parties are wearing facemasks appropriately at the time of a school-based exposure to COVID-19, in-school transmission is unlikely and students can safely continue in-person learning. When students remain in school after exposure because the student and the individual with COVID-19 were wearing masks appropriately, this is called modified quarantine. Modified quarantine involves a period of time during which students may continue in-person instruction but should refrain from all extracurricular activities at school, including sports, and activities within the community setting. Testing during modified quarantine provides an additional layer of safety and monitoring. Modified quarantine allows for less missed days of school and supports in-person education.

8. Who qualifies for modified quarantine?
Asymptomatic unvaccinated students exposed to COVID-19 may qualify for a modified quarantine, provided they meet criteria listed in the K-12 Guidance.

The infected person to whom the asymptomatic unvaccinated student was exposed may be any individual in the school setting, including fellow students, teachers, or other school-based contacts. The exposure may have occurred in any school setting in which students are supervised by school staff. This includes indoor or outdoor school settings and school buses, including on buses operated by public and private school systems.

Note: Fully vaccinated students exposed to COVID-19 may refrain from quarantine following a known exposure if asymptomatic, per CDPH Fully vaccinated People Recommendations.

9. What are students permitted to do during modified quarantine?

When students are attending school during modified quarantine, they continue to be required to wear masks indoors and are strongly encouraged to wear masks outdoors. They may use school buses, including buses operated by public and private school systems. They may participate in all required instructional components of the school day, except activities where a mask cannot be worn, such as while playing certain musical instruments. However, students on modified quarantine may eat meals on campus using food service recommendations provided in the K-12 Guidance. As noted above, they should refrain from all extracurricular activities, including sports.

10. What should be the timing for twice weekly testing of students undergoing a modified quarantine? When can students on modified quarantine resume all activities?

In general, it is recommended to test immediately after being exposed to someone with COVID-19. Subsequent testing should occur at least 3 days apart. As per Item 9 in the K-12 Guidance, quarantine can end after Day 7 if a test specimen is collected on or after Day 5 from the date of last exposure and tests negative.

11. What type of test may be used to assess a person's status during quarantine or to exit quarantine?

If a person is asymptomatic during quarantine, an FDA-approved test is acceptable for evaluation of an individual’s COVID-19 status. For schools, this includes antigen diagnostic tests, PCR diagnostic tests, and pooled PCR tests. Diagnostic PCR tests are preferred, but not required. For more information about test types, see the CDPH school testing resources.

Collection of test specimens for asymptomatic persons during quarantine may occur in schools, healthcare settings, or other locations supervised by school or healthcare personnel. Specimens may be processed at the point-of-care (POC) or in a laboratory.

At this time, at-home testing is not recommended for evaluation of an individual’s status during quarantine. CDPH is currently conducting pilot studies to further understand the utility of at-home testing.

For persons in quarantine who experience symptoms, a negative result from an antigen test, POC molecular test, or pooled PCR test should be confirmed with a laboratory-based diagnostic PCR test.
12. Do students who were previously infected with COVID-19 need to quarantine if they were exposed to someone with COVID-19?

Recommendations regarding those who were previously infected in the CDPH Guidance on Isolation and Quarantine also apply to students: “if an exposed person tested positive for COVID-19 before their new, recent exposure and it has been less than 3 months since they started having symptoms from that previous infection (or since their first positive COVID-19 test if asymptomatic), they do not need to quarantine, as long as they have not had any new symptoms since their recent exposure to someone with COVID-19.”

13. How should close contacts be identified during outdoor activities such as recess?

During outdoor recess, transient interactions between students are unlikely to meet the close contact definition of being within 6 feet for 15 minutes.

School-Based Extracurricular Activities

14. Are there additional recommendations to protect against transmission of COVID-19 during sports in K-12 settings?

Sports-related transmission of COVID-19 often occurs off the field of play. This includes during weight-training, team meetings, and while commuting with teammates to and from activities. Students are required to wear masks indoors in school settings and on school-based transportation. This includes weight rooms, locker rooms, and school buses, even if the sport itself is played outdoors.

Additional recommendations to mitigate sports-related transmission of COVID-19 include the following: vaccinate all eligible student athletes, coaches, and parent/adult volunteers; consider screening testing programs; hold team meetings outdoors; minimize team meals and other activities not related to practice or play; wear masks during shared transportation (i.e., carpooling to and from activities); avoid sharing water bottles; and train in pods (e.g., separate teams into varsity/junior varsity, offense/defense, different track & field events, etc.). Note that local health jurisdictions may have additional rules and regulations. Additional recommendations are provided by the American Academy of Pediatrics.

15. What if I must temporarily lower my mask for any reason?

Lowering a mask (i.e., such that it does not fully cover the wearer’s nose and mouth) for any reason increases risk of infection and potentially exposes other persons to COVID-19. If it must be done, it should be done for brief periods of time, away from other people, and preferably outdoors if possible.

16. What should I do if my mask feels wet or gets saturated with sweat?

Any face mask that feels wet or becomes saturated with sweat should be changed immediately.
17. Does the K-12 Guidance on School-Based Extracurricular Activities apply to non-school activities?

For sports and recreation activities that are not operated or supervised by schools, or do not occur on a school site, the following continue to apply:

- CDPH Guidance if you have COVID-19 symptoms
- CDPH Self-Isolation Instructions
- CDPH Face Mask Guidance
- CDPH Guidance on Vaccine Records
- CDPH Guidance on Ventilation

Additional Questions

18. What should be done to protect our school community from COVID-19 when outdoor air quality is poor, such as during wildfires?

During periods of inclement weather, it may be challenging to implement certain ventilation strategies to protect against COVID-19. In these situations, schools are encouraged to work closely with their local health jurisdictions to determine best practices. Factors involved in decision-making may include access to alternate ventilation strategies such portable air cleaners and HVAC systems, face coverings with higher filtration (i.e., N95 or KN95 respirators), and alternative educational spaces. Local epidemiologic factors (i.e., vaccination coverage status, community case rates) should also be considered. More CDPH information about ventilation in schools is available here; more information about wildfire smoke considerations in schools is available here (Page 43). Additional state resources are available through the California Air Resources Board (CARB), Airnow, and the California Department of Education.

19. Under what circumstances should temporary school closure be considered due to excessive COVID-19 cases?

California is unequivocally committed to preserving the safety and success of in-person instruction at K-12 schools. A temporary school closure due to COVID-19 should be a last resort and considered only after all available resources have been exhausted in an attempt to preserve in-person education. In such a circumstance, continuity of instruction for students will be critical. For information regarding provision of independent study, visit the CDE website.

Temporary school closures should be considered only after conferring with local health officials. There is no specific case threshold at which the State recommends an immediate temporary closure of a classroom or school. Instead, the process should be guided by local epidemiology, with particular attention paid to concern for in-school transmission. Operational factors may also be considered, including the ability to maintain sufficient teaching staff to provide in-person instruction.

Note that infections diagnosed in students and school staff are not necessarily the result of exposure at school, and COVID-19 transmission remains much more likely to occur among people living in the same household or participating in other non-school activities. Testing is strongly encouraged to assess the extent of cases among students and school staff. Local health officers are encouraged to contact the State should the need for testing resources exceed local supply, and for additional consultation to support decision-making processes.
18. What should be done to protect our school community from COVID-19 when outdoor air quality is poor, such as during wildfires?

During periods of inclement weather, it may be challenging to implement certain ventilation strategies to protect against COVID-19. In these situations, schools are encouraged to work closely with their local health jurisdictions to determine best practices. Factors involved in decision-making may include access to alternate ventilation strategies such as portable air cleaners and HVAC systems, face coverings with higher filtration (i.e., N95 or KN95 respirators) and alternative educational spaces. Local epidemiologic factors (i.e., vaccination coverage status, community case rates) should also be considered. MCDPH information about ventilation in schools is available here: [more information about wildfire smoke considerations in schools is available here](P.43). Additional state resources are available through the California Air Resources Board (CARB), AirNow, and the California Department of Education.

19. Under what circumstances should temporary school closure be considered due to excessive COVID-19 cases?

California is unequivocally committed to preserving the safety and success of in-person instruction at K-12 schools. A temporary school closure due to COVID-19 should be a last resort and considered only after all available resources have been exhausted in an attempt to preserve in-person education. In such a circumstance, continuity of instruction for students will be critical. For information regarding provision of independent study, visit [https://www.cde.ca.gov/ez/in/independentstudies.asp](https://www.cde.ca.gov/ez/in/independentstudies.asp)

Temporary school closures should be considered only after conferencing with local health officials. There is no specific case threshold at which the State recommends an immediate temporary closure of a classroom or school. Instead, the process should be guided by local epidemiology, with particular attention paid to control for in-school transmission. Operational factors may also be considered, including the ability to maintain sufficient teaching space to provide in-person instruction.

Note that infections diagnosed in students and school staff are not necessarily the result of exposure at school, and COVID-19 transmission remains more likely to occur among people living in the same household or participating in other non-school activities. Testing is strongly encouraged to assess the extent of cases among students and school staff. Local health officers are encouraged to contact the State should the need for testing resources exceed local supply, and for additional consultation to support decision-making processes.

Originally published 7/29/2021
California Becomes First State in Nation to Announce COVID-19 Vaccine Requirements for Schools

Published: Oct 01, 2021

After implementing first-in-the-nation school masking and staff vaccination measures, California becomes the first state to announce plans to require student vaccinations—adding the COVID-19 vaccine to list of vaccinations required for school, such as the vaccines for measles, mumps, and rubella.

Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and K-6).

SAN FRANCISCO – At a school in San Francisco, Governor Newsom announced plans to add the COVID-19 vaccine to the list of vaccinations required to attend school in-person when the vaccine receives full approval from the Food and Drug Administration (FDA) for middle and high school grades, making California the first state in the nation to announce such a measure. Following the other first-in-the-nation school masking and staff vaccination measures, Governor Newsom announced the COVID-19 vaccine will be required for in-person school attendance—just like vaccines for measles, mumps, rubella and more.

“The state already requires that students are vaccinated against viruses that cause measles, mumps, and rubella – there’s no reason why we wouldn’t do the same for COVID-19. Today’s measure, just like our first-in-the-nation school masking and staff vaccination requirements, is about protecting our children and school staff, and keeping them in the classroom,” said Governor Newsom. “Vaccines work. It’s why California leads the country in preventing school closures and has the lowest case rates. We encourage other states to follow our lead to keep our kids safe and prevent the spread of COVID-19.”

Thanks to the state’s bold public health measures, California continues to maintain the lowest case rate in the entire country and is one of only two states to have advanced out of the CDC’s ‘high’ COVID transmission category. More information about the announcement can be found here.

The vast majority of school districts have reported that over 95% of students have returned to in-person instruction this school year, as can be seen on the state’s Student Supports & In-Person Dashboard. Thanks to unprecedented resources and public health measures (measures shown to be highly effective), California is leading national trends in preventing school closures and keeping kids in classrooms, accounting for only 14 out of over 2,000 school closures nationwide, or roughly 0.7% – despite the fact that California educates an estimated 12% of the nation’s public school students. If California’s rates had aligned with national trends, the state would have seen upwards of 240 school closures.

In order to further protect students and staff and continue supporting a safe return to in-person instruction for all students, the Governor directed the California Department of Public Health (CDPH) to follow the procedures established by the Legislature to add the COVID-19 vaccine to other vaccinations required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code. COVID-19 vaccine requirements will be phased in by grade span, which will also promote smoother implementation.

Upon full FDA approval of age groups within a grade span, CDPH will consider the recommendations of the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians prior to implementing a requirement. Following existing statute, full approval of ages 12+ corresponds to grades 7-12, and full approval of ages 5-11 corresponds to grades K-6. Students who are under the age of full approval, but within the grade span, will be required to be vaccinated once they reach the age of full approval (with a reasonable period of time to receive both doses), consistent with existing procedures for other vaccines. The requirement will take effect at the start of the term following full approval of that grade span, to be defined as January 1st or July 1st, whichever comes first. Based on current information, the requirement is expected to apply to grades 7-12 starting on July 1, 2022. However, local health jurisdictions and local education agencies are encouraged to implement requirements ahead of a statewide requirement based on their local circumstances.

Governor Newsom’s historic $123.9 billion Pre-K and K-12 education package is providing an unprecedented level of school and student funding to transform the state’s public schools into gateways of equity and opportunity, supporting the potential of every California student by: achieving universal transitional kindergarten for four-year-olds by 2025, expanding afterschool and summer programs, providing universal free school nutrition, increasing the number of well-prepared staff per pupil, creating full-service community schools to support the mental and social-emotional well-being of students, and more.

###
California Becomes First State in Nation to Announce COVID-19 Vaccine Will Be Added to List of Required School Vaccinations

Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and k-6).

Background

- California continues to lead the nation with the lowest COVID case rate, the lowest death rate, and the most vaccinations administered. The latest CDC data indicate that youth in California are being hospitalized at less than one-fourth the rate of states like Florida and less than one-half the rate of the nation as a whole.¹

- This fall, millions of California students returned to their K-12 school classrooms. Thanks to California’s nation-leading measures aimed at keeping campuses safe and open, including universal masking, our state has not faced the same number of outbreaks seen in other parts of the country.

- California’s schools have been open for nearly a month longer than most other states, but have experienced school closures at a far lower rate. California educates approximately 12% of students in the nation, but California schools account for approximately 0.5% of school closures. And those closures have been localized to regions with lower vaccination rates.²

---


² [https://cai.burbio.com/school-opening-tracker/](https://cai.burbio.com/school-opening-tracker/) (as of 10/1/2021)
Educators, public health experts and parents know there is no substitute for in-person instruction, but we also can’t pretend the threat of COVID-19 and its variants are completely behind us.

Schools are stepping up to keep students safe, and to meet their mental health, social-emotional, and academic needs like never before. The vast majority of schools report that 95-100% of students have opted to return in-person; over 95% of schools have expanded mental health services; nearly 83% have expanded academic supports like high-dose tutoring; and over 74% have expanded after-school programs.3

We continue to urge everyone who is eligible to get vaccinated against COVID-19. Vaccines continue to be the best tool to end this pandemic once and for all. These vaccines are safe and effective, and the data has unequivocally shown that they prevent severe illness and death as a result of COVID-19 – nearly all of those who are ending up in ICU beds and dying are unvaccinated.

School Vaccine Requirement

- California is taking bold steps to minimize the transmission of COVID-19.
- Governor Gavin Newsom is directing the California Department of Public Health to add the COVID-19 vaccine to other vaccinations required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code sections 120325 - 120380.
- This will be accomplished by regulations promulgated pursuant to section 120335(b)(11), which authorizes vaccine requirements for “any other disease deemed appropriate” by CDPH. This is also consistent with the overall intent of the law to achieve “eventual achievement of total immunization” against dangerous childhood diseases. (HSC section 120325(a)).
- COVID-19 vaccine requirements will apply to all “pupil[s] of any private or public elementary or secondary school[s].” (HSC section 120335(b)).
- COVID-19 vaccine requirements will be phased-in by grade span, grades K-6 and 7-12 This will also promote smoother implementation.
- This mandate will be a condition of in-person attendance. (HSC section 120335(f)). A student who is not vaccinated may remain enrolled in independent study, but may not attend in-person instruction.
- Requirements established by regulation, not legislation, must be subject to exemptions “for both medical reasons and personal beliefs.” (HSC section 120338).

3 https://experience.arcgis.com/experience/bf1878e63e294ff1b5c5d490085077ef (see also https://schools.covid19.ca.gov/)
• The Governor has also directed that adults be held to at least the same standards as students for the COVID-19 vaccine. While currently, California requires all K-12 staff to verify their vaccination status or be tested weekly, all staff will be required to be vaccinated no later than when the requirement takes effect for students.¹

• The current verify-or-test requirement for staff will be converted to a vaccine mandate no later than when the first phase of the student requirement becomes effective.

• Five districts nationwide -- all in California -- have moved forward with a student mandate (in the following order): Culver City Unified; LA Unified; Oakland Unified; Piedmont Unified; and San Diego Unified. Local public health and school officials are encouraged to move forward with their own vaccine requirements.

• While individual counties and schools may accelerate vaccine requirements, the state requirement will create a statewide standard to ensure all staff and students will be vaccinated.

**Timing**

• Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and k-6).

• Upon full approval by the Food and Drug Administration (FDA) of a vaccine for age groups within a grade span, CDPH will consider relevant recommendations from the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians prior to implementing a requirement, as required by the Health and Safety Code section 120335(b)(11).

• CDPH will then initiate the rulemaking process, which includes public comment. Regulations promulgated pursuant to that process will also address many of the details of the requirement, including the scope of exemptions, etc.

• The regulations will take effect at the start of the following term, meaning either January 1st or July 1st, whichever comes first. (Education Code 37200). This will also give both parents and schools sufficient time to prepare and implement.

• Based on current projections for full approval for ages 12+, we anticipate the requirement would apply to grades 7-12 starting on July 1, 2022.

• Students who are under the age of full approval, but within the grade span, will be required to be vaccinated once they reach the age of full approval (with a reasonable period of time to receive both doses), consistent with existing procedures for other vaccines.

Background Information

Local Educational Agencies (LEAs) that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. Finally, LEAs must provide the opportunity for public input and take such input into account. The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted to the California Department of Education for review and approval within five days of adoption.

Amador County Unified School District went to great lengths to involve students, parents, teachers, school and district administrators (including special education administrators), and tribal leaders in the development of the ESSER III Expenditure Plan. An informational email and phone message was sent to all parents and families with a link to a Google survey to provide written feedback on their ideas for the plan. We are pleased to report that there were 279 responses to the parent survey, 69 responses to the student survey, and 6 responses to the SPED survey. Families with limited access to technology were encouraged to pick up a paper copy of the survey at their school office.

Based on this stakeholder engagement process, the following is Amador County Unified School District’s plan for using the ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Fiscal Implications

ESSER III funding in the amount of $5,045,587 is contingent on approval of the ESSER III Expenditure Plan.

Recommendation

The Superintendent recommends approval of the ESSER III Expenditure Plan.

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

ESSER III Expenditure Plan- Amador County Unified School District 10-06-2021

Quick Summary / Abstract

Local Educational Agencies (LEAs) that receive ESSER III funds are required to develop a plan for how
they will use ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. Finally, LEAs must provide the opportunity for public input and take such input into account. The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted to the California Department of Education for review and approval within five days of adoption.
ESSER III Expenditure Plan

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

<table>
<thead>
<tr>
<th>Plan Title</th>
<th>Where the Plan May Be Accessed</th>
</tr>
</thead>
</table>

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$5,045,587
<table>
<thead>
<tr>
<th>Plan Section</th>
<th>Total Planned ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for Continuous and Safe In-Person Learning</td>
<td>$2,688,941</td>
</tr>
<tr>
<td>Addressing Lost Instruction Time (a minimum of 20 percent of the LEAs ESSER III funds)</td>
<td>$1,957,502</td>
</tr>
<tr>
<td>Use of Any Remaining Funds</td>
<td>$399,144</td>
</tr>
</tbody>
</table>

Total ESSER III funds included in this plan

$5,045,587

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

As part of our stakeholder engagement process to gather input on the ESSER III Expenditure Plan, Amador County Unified School District (ACUSD) connected with the following groups to discuss how the district should prioritize recovery efforts, specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units;
- The Buena Vista Rancheria of Me-Wuk Indians

ACUSD on multiple occasions attempted to engage in meaningful consultation with the Jackson Rancheria Band of Me-Wuk Indians on 9/22/21, 9/23/21, 9/24/21, and 9/30/21 by phone call. In spite of these attempts, ACUSD was unable connect with representative members from this group.
ACUSD evaluated additional engagement opportunities and determined that Civil Rights Groups and Advocacy Groups are neither present nor served by the LEA.

An informational email was sent to all stakeholder groups with a link to a Google survey to provide written feedback on their ideas for each of the areas of the plan. Families with limited access to technology were encouraged to pick up a paper copy of the survey at their school office. Separate surveys were sent to families, students, members of the Community Advisory Committee (CAC) and families of students with disabilities, and tribal leaders. We are pleased to report that there were a total of 280 responses to the family survey, 71 responses to the student survey, and 6 responses to the CAC / SWD survey. The feedback gained through this outreach campaign was extremely valuable in helping to determine the priorities for the ESSER III funding.

A description of how the development of the plan was influenced by community input.

The needs expressed by the school community throughout the engagement process are directly reflected in this ESSER III Expenditure Plan.

Top priorities expressed by families in the area of supporting students' academic needs were after school tutoring (161 responses), virtual tutoring sessions at home (110 responses), and additional credit recovery options (80 responses). Top priorities expressed by students in the area of supporting their academic needs were additional credit recovery options (42 responses), after school tutoring (23 responses), and virtual tutoring sessions at home (15 responses). Top priorities expressed by special education families in the area of supporting students' academic needs were virtual tutoring sessions at home (6 responses), after school tutoring (5 responses), and summer school (3 responses).

Top priorities expressed by families in the area of supporting their student's social, emotional, or mental health needs were individual counseling (144 responses), mental health therapists on school campuses to address significant needs (128 responses), and social skills groups (113 responses) and school assemblies about social-emotional wellness (113 responses). Top priorities expressed by students in the area of supporting their own social, emotional, or mental health needs were mental health therapists on school campuses to address significant needs (42 responses), individual counseling (39 responses), and school assemblies about social-emotional wellness (20 responses). Top priorities expressed by special education families in the area of supporting their student's social, emotional, or mental health needs were individual counseling (5 responses), social skills groups (4 responses), and parent information nights on mental health topics (4 responses).

Top priorities from families on how we should use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus were increased ventilation systems, upgraded air conditioning units, HEPA filters, air purifiers, more classrooms for smaller classes, offering COVID testing at all school sites free of charge, additional maintenance staff and extra sanitizing at all schools, more outdoor classes and outdoor areas for activities, and consistent enforcement of mask wearing while indoors.

The feedback from this process impacted the ESSER III plan in the following ways: The plan includes significant academic supports for students such as after school tutoring, credit recovery options, intervention teachers, and paraprofessionals. The plan also reflects continued support for students' social emotional and mental health needs through providing counselors for individual and group sessions, social skills
lessons, and supporting mental health therapists on school campuses to address significant needs. The plan also provides significant support for continuously and safely operating our schools for in-person learning by providing for upgrades to HVAC systems, air purifiers, HEPA filters, COVID testing, outdoor tables, and additional funds for cleaning and sanitizing.

## Actions and Expenditures to Address Student Needs
The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

### Strategies for Continuous and Safe In-Person Learning
A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

<table>
<thead>
<tr>
<th>Total ESSER III funds being used to implement strategies for continuous and safe in-person learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,688,941</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Improve indoor air quality through upgrading Heating Ventilation and Air Conditioning (HVAC) units</td>
<td>Purchase new HVAC units</td>
<td>$2,462,941</td>
</tr>
<tr>
<td>N/A</td>
<td>Increased staff hours for COVID testing needs</td>
<td>Additional hours for staff to help with COVID testing</td>
<td>$20,000</td>
</tr>
<tr>
<td>N/A</td>
<td>Increased staff hours for additional cleaning and sanitizing</td>
<td>Additional hours for staff to meet increased demand for cleaning / sanitization</td>
<td>$20,000</td>
</tr>
<tr>
<td>N/A</td>
<td>Increased rate of pay for substitute teachers to keep classrooms and schools open</td>
<td>Increased rate of pay for substitute teachers to keep classrooms and schools open</td>
<td>$40,000</td>
</tr>
<tr>
<td>Plan Alignment (if applicable)</td>
<td>Action Title</td>
<td>Action Description</td>
<td>Planned ESSER III Funded Expenditures</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>classrooms and schools open</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Health aides to support COVID needs at the schools.</td>
<td>Hire 3 additional health aides to support COVID testing and other related needs at school sites</td>
<td>$96,000</td>
</tr>
<tr>
<td>N/A</td>
<td>Tables for outdoor seating</td>
<td>Purchase additional tables for outdoor seating.</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

**Addressing the Impact of Lost Instructional Time**

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

$1,957,502

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELO Grant Plan, Page 4, Action #1</td>
<td>Extending instructional learning time</td>
<td>After school tutoring, summer school, hands on materials to support student engagement.</td>
<td>$226,957</td>
</tr>
<tr>
<td>ELO Grant Plan, Page 4, Action #2</td>
<td>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</td>
<td>Additional intervention teachers, paraprofessional (instructional aide) support, math and science instructional coaches, English language development (ELD) curriculum, materials, and supplies, staff professional development in ELD strategies</td>
<td>$1,574,091</td>
</tr>
<tr>
<td>ELO Grant Plan, Page 4, Action #5</td>
<td>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility</td>
<td>Night school, intercessions during breaks</td>
<td>$51,454</td>
</tr>
<tr>
<td>ELO Grant Plan Page 4, Action #6</td>
<td>Illuminate Fastbridge</td>
<td>Illuminate Fastbridge assessment system to monitor progress</td>
<td>$30,000</td>
</tr>
<tr>
<td>Plan Alignment (if applicable)</td>
<td>Action Title</td>
<td>Action Description</td>
<td>Planned ESSER III Funded Expenditures</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>N/A</td>
<td>High dose virtual tutoring</td>
<td>Contract with high dosage tutoring provider/s for virtual sessions at students’ homes</td>
<td>$50,000</td>
</tr>
<tr>
<td>N/A</td>
<td>Hot spots to ensure connectivity for all students</td>
<td>Pay monthly service fees for hot spots</td>
<td>$75,000</td>
</tr>
</tbody>
</table>

**Use of Any Remaining Funds**
A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

$399,144

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELO Grant Plan, Page 4, Action #3</td>
<td>Integrated student supports to address other barriers to learning</td>
<td>2 Counselors and 1 mental health therapist to support students' social-emotional and mental health needs. Individual counseling, group counseling, social skills groups, mental health therapists on school sites.</td>
<td>$249,144</td>
</tr>
<tr>
<td>ELO Grant Plan, Page 4, Action #7</td>
<td>Trauma-informed practices training</td>
<td>Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs</td>
<td>$10,000</td>
</tr>
<tr>
<td>LCAP Goal 1, Action #33</td>
<td>Chromebook Refresh</td>
<td>Purchase additional Chromebooks to ensure all students have equal access to technology</td>
<td>$140,000</td>
</tr>
</tbody>
</table>

**Ensuring Interventions are Addressing Student Needs**
The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

<table>
<thead>
<tr>
<th>Action Title(s)</th>
<th>How Progress will be Monitored</th>
<th>Frequency of Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illuminate Fastbridge Assessment System</td>
<td>Baseline assessments will be given in English Language Arts and Mathematics in early September and then progress monitoring assessments given every 6 - 8 weeks.</td>
<td>Every 6-8 weeks.</td>
</tr>
<tr>
<td>Teacher formative observations</td>
<td>Teachers monitor student progress daily during instruction and make adjustments as necessary based on individual need.</td>
<td>Ongoing throughout daily instruction.</td>
</tr>
<tr>
<td>Report cards</td>
<td>A combination of formative and summative, end of unit, or end of lesson assessments make up the report card grades.</td>
<td>Report Cards three times per year for grades TK-6, and four times per year for grades 7-12. Mid-quarter progress reports for grades 7-12.</td>
</tr>
<tr>
<td>Curriculum Embedded Assessments</td>
<td>All curriculum adoptions have assessments that are given at various points throughout the course of instruction.</td>
<td>End of lesson, end of chapter, end of unit, end of course.</td>
</tr>
<tr>
<td>CAASPP Summative Assessment</td>
<td>Comparing the baseline scores from Spring 2021 to scores in successive years. Grades 3-8 and 11 take the CAASPP.</td>
<td>At the end of each school year.</td>
</tr>
</tbody>
</table>
ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, Federal Register, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents;
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA’s website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDR relief Funds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
- **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.

- **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.

- **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

- **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.

  - For additional information please see the Evidence-Based Interventions Under the ESSA web page at [https://www.cde.ca.gov/re/es/evidence.asp](https://www.cde.ca.gov/re/es/evidence.asp).

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
Addressing learning loss among students, including underserved students, by:

- Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiated instruction,
- Implementing evidence-based activities to meet the comprehensive needs of students,
- Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
- Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

**Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

**Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

**Instructions**
For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

**Community Engagement**

**Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under Resources on the following web page of the CDE’s website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
○ Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

○ Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

○ Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19


Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
• Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

• If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

• Provide a short title for the action(s).

• Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

• Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

• If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

• Provide a short title for the action(s).

• Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

• Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA is not implementing additional actions the LEA must indicate "$0".

Ensuring Interventions are Addressing Student Needs
The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021
Background Information
Per Education Code 42100, the County shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the District for the preceding fiscal year. The report is included under separate cover and includes the Unaudited Actuals for 2020-21 and Adopted Budget for 2021-22.

Fiscal Implications
See referenced materials.

Recommendation
Superintendent Gibson recommends that the Board certify the Unaudited Actuals Financial Report as presented.

Presented by
Jared Critchfield, Assistant Superintendent, Business Services

Supporting Documents

A. ACUSD Actuals Summary Sheet 20-21
B. ACUSD Restricted Fund Balance
District - Unaudited Actuals 2020-21

Quick Summary / Abstract
Per Education Code 42100, the County shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the District for the preceding fiscal year. The report is included under separate cover and includes the Unaudited Actuals for 2020-21 and Adopted Budget for 2021-22.
<table>
<thead>
<tr>
<th>Summary of Actuals for all Funds</th>
<th>General Fund 01</th>
<th>Special Rev Fund - ASB 08</th>
<th>Adult Education 11</th>
<th>Cafeteria Fund 13</th>
<th>Deferred Maintenance 14</th>
<th>Local Bond 21</th>
<th>Capital Facilities 25</th>
<th>School Facilities 35</th>
<th>Spec Res Capital 40</th>
<th>Bond Redemption 51</th>
<th>Scholarship 73</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue Limit Sources</td>
<td>37,632,088</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>4,857,376</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>4,354,031</td>
<td>686,141</td>
<td></td>
<td>220,121</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>1,706,697</td>
<td>2,782</td>
<td></td>
<td>4,727</td>
<td>0</td>
<td>51</td>
<td>1,174,074</td>
<td>5,085</td>
<td>11,226</td>
<td>828,318</td>
<td>2,434</td>
</tr>
<tr>
<td>Transfer In</td>
<td>(2,200)</td>
<td>127,134</td>
<td>300,000</td>
<td>32,800</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Sources</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>48,547,992</td>
<td>160,783</td>
<td>688,923</td>
<td>1,423,309</td>
<td>300,000</td>
<td>32,851</td>
<td>1,174,074</td>
<td>5,085</td>
<td>11,226</td>
<td>835,728</td>
<td>2,434</td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated</td>
<td>17,972,734</td>
<td>262,167</td>
<td>504,934</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>5,590,446</td>
<td>57,606</td>
<td>219,302</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td>8,974,964</td>
<td>108,536</td>
<td>460,112</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>3,615,225</td>
<td>201,691</td>
<td>23,071</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services/Operating Exp.</td>
<td>5,402,470</td>
<td>102,996</td>
<td>74,350</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>386,333</td>
<td></td>
<td></td>
<td>275</td>
<td>280,714</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Outgo</td>
<td>2,494,165</td>
<td></td>
<td></td>
<td>32,576</td>
<td>127,426</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>788,625</td>
<td></td>
</tr>
<tr>
<td>Direct Support/Indirect</td>
<td>(89,500)</td>
<td>27,927</td>
<td>61,574</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Out</td>
<td>427,134</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>44,773,970</td>
<td>201,691</td>
<td>593,219</td>
<td>1,343,343</td>
<td>0</td>
<td>32,851</td>
<td>408,140</td>
<td>5,085</td>
<td>11,226</td>
<td>788,625</td>
<td>0</td>
</tr>
<tr>
<td><strong>Income less Expenditures</strong></td>
<td>3,774,022</td>
<td>(40,907)</td>
<td>95,704</td>
<td>79,966</td>
<td>300,000</td>
<td>0</td>
<td>765,934</td>
<td>5,085</td>
<td>11,226</td>
<td>47,103</td>
<td>2,434</td>
</tr>
<tr>
<td><strong>Fund Balance:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>3,944,235</td>
<td>330,089</td>
<td>295,820</td>
<td>228,785</td>
<td>0</td>
<td>0</td>
<td>1,821,499</td>
<td>470,029</td>
<td>475,288</td>
<td>745,517</td>
<td>224,924</td>
</tr>
<tr>
<td>Adjustments *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>7,718,257</td>
<td>289,181</td>
<td>391,524</td>
<td>308,751</td>
<td>300,000</td>
<td>0</td>
<td>2,587,432</td>
<td>475,114</td>
<td>486,514</td>
<td>792,620</td>
<td>227,358</td>
</tr>
<tr>
<td>* prior year audit adjustments/current year adjustments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fund Balance Components:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revolving Cash</td>
<td>11,300</td>
<td></td>
<td>2,300</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stores</td>
<td>32,363</td>
<td></td>
<td>16,380</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>79,009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Uncertainty</td>
<td>3,530,401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted Categorical Programs</td>
<td>2,565,184</td>
<td>391,524</td>
<td>300,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved for Food Service Operation</td>
<td>289,181</td>
<td></td>
<td>290,071</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved Schools’ Associated Student Body</td>
<td>289,181</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved for Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,587,432</td>
<td>475,114</td>
<td>470,427</td>
<td>792,620</td>
<td></td>
</tr>
<tr>
<td>Special Reserve for Ryland Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved for Bond Redemption</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved for Opterra Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Assignments</td>
<td>1,500,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved for Scholarship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undesignated Fund Balance</strong></td>
<td>(0)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

As of 9/16/09, do not print EUR as part of board report document - Per B. Murray
<table>
<thead>
<tr>
<th>EUR as % of Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.88%</td>
</tr>
</tbody>
</table>
# Restricted Fund Balance Detail

## Components of Restricted Fund Balance 6/30/2021

<table>
<thead>
<tr>
<th><strong>State Restricted Funds</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER</td>
<td>14,408</td>
</tr>
<tr>
<td>Lottery Instructional Materials</td>
<td>690,069</td>
</tr>
<tr>
<td>Classified School Employee Professional Development Grant</td>
<td>16,518</td>
</tr>
<tr>
<td>SB 117 COVID-19 LEA Response Funds</td>
<td>65,878</td>
</tr>
<tr>
<td>Special Education</td>
<td>10,406</td>
</tr>
<tr>
<td>Mental Health Related Service</td>
<td>218,621</td>
</tr>
<tr>
<td>Governor's Emergency (GEER I)</td>
<td>6,596</td>
</tr>
<tr>
<td>AB 86 Extended Learning</td>
<td>1,040,079</td>
</tr>
<tr>
<td>AB 86 Paraprofessional</td>
<td>250,077</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Locally Restricted Funds</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations</td>
<td>106,874</td>
</tr>
<tr>
<td>Book Fairs</td>
<td>977</td>
</tr>
<tr>
<td>Citizen Donations</td>
<td>830</td>
</tr>
<tr>
<td>Instrument Fund</td>
<td>1,530</td>
</tr>
<tr>
<td>Site Textbook Funds</td>
<td>23,867</td>
</tr>
<tr>
<td>Site Fundraisers (JJHS)</td>
<td>15,000</td>
</tr>
<tr>
<td>Site Technology</td>
<td>127</td>
</tr>
<tr>
<td>Site Student Body Funds</td>
<td>3,107</td>
</tr>
<tr>
<td>Site Testing Fees</td>
<td>2,643</td>
</tr>
<tr>
<td>Science Camp</td>
<td>41,518</td>
</tr>
<tr>
<td>Lost Library Book Fees</td>
<td>4,836</td>
</tr>
<tr>
<td>Schiffman Memorial Foundation - Argonaut Library</td>
<td>10,298</td>
</tr>
<tr>
<td>Section 125 Admin Funds</td>
<td>12,045</td>
</tr>
<tr>
<td>Site Paid Salaries for 2010-11</td>
<td>1,096</td>
</tr>
<tr>
<td>Jackson Elementary Yearbook Fund</td>
<td>7,314</td>
</tr>
<tr>
<td>Pioneer Library Donations</td>
<td>383</td>
</tr>
<tr>
<td>Special Ed Settlement set a side</td>
<td>20,086</td>
</tr>
</tbody>
</table>

## District Fund 01

Exhibit "B" 9/28/2021
Amador County Unified School District

2020-21 Unaudited Actuals

October 6, 2021

Jared Critchfield
Assistant Superintendent, Business Services

PERCENTAGE BREAKDOWN

Local Control Funding Formula (LCFF) 77%
Federal 10%
State 9%
Local 4%

District Revenue Components
District Revenue Components

Local Control Funding Formula (LCFF), $37,632,088

Local, $1,706,697
State, $4,354,031
Federal, $4,857,376

Local Tax Contributions to Education

Local Control Funding Formula, $37,632,088

Federal, $4,857,376
State, $4,354,031
Local, $1,706,697

LCFF - County Taxes, $27,602,076
LCFF - State Aid, $10,030,012
District Operating Expenditure Components

CERTIFICATED SALARIES 41%
CLASSIFIED SALARIES 13%
EMPLOYEE BENEFITS 20%
BOOKS AND SUPPLIES 8%
OPERATING EXPENSES 13%
OTHER OUTGO 5%

SALARIES AND BENEFITS, $32,538,144
BOOKS AND SUPPLIES, $3,615,225
OPERATING EXPENSES, $5,788,803
OTHER OUTGO, $2,404,665

District Operating Expenditure Components
### General Fund Summary

General fund revenues exceeded expenditures by $2,109,249 for the fiscal year.

With an excess $2,109,249 in unrestricted funds, reserve levels exceed the state minimum standard.

The 2021-22 Adopted Budget has been approved by the California Department of Education.

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td>$39,173,520</td>
<td>$9,376,672</td>
<td>$48,550,192</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td>$32,852,464</td>
<td>$11,494,372</td>
<td>$44,346,836</td>
</tr>
<tr>
<td><strong>Contributions to Restricted Resources</strong></td>
<td>$(3,782,473)</td>
<td>$3,782,473</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Transfers In / Out</strong></td>
<td>$(2,200)</td>
<td>$427,134</td>
<td>$(429,334)</td>
</tr>
<tr>
<td><strong>Surplus / (Deficit)</strong></td>
<td>$2,109,249</td>
<td>$1,664,773</td>
<td>$3,774,022</td>
</tr>
</tbody>
</table>

General fund revenues exceeded expenditures by $2,109,249 for the fiscal year.

With an excess $2,109,249 in unrestricted funds, reserve levels exceed the state minimum standard.

The 2021-22 Adopted Budget has been approved by the California Department of Education.

### General Fund Year by Year Comparison – Last 8 Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Economic Uncertainties</th>
<th>General Reserve / Other Assignments</th>
<th>Designated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>$859,808</td>
<td>$1,005,661</td>
<td>$1,051,152</td>
</tr>
<tr>
<td>2014-15</td>
<td>$1,046,943</td>
<td>$1,155,007</td>
<td>$2,669,975</td>
</tr>
<tr>
<td>2015-16</td>
<td>$1,382,535</td>
<td>$1,500,000</td>
<td>$3,532,535</td>
</tr>
<tr>
<td>2016-17</td>
<td>$408,739</td>
<td>$716,377</td>
<td>$1,124,116</td>
</tr>
<tr>
<td>2017-18</td>
<td>$1,134,896</td>
<td>$1,124,360</td>
<td>$2,259,256</td>
</tr>
<tr>
<td>2018-19</td>
<td>$1,005,039</td>
<td>$1,500,000</td>
<td>$2,505,039</td>
</tr>
<tr>
<td>2019-20</td>
<td>$1,112,161</td>
<td>$1,500,000</td>
<td>$2,612,161</td>
</tr>
<tr>
<td>2020-21</td>
<td>$1,554,184</td>
<td>$1,500,000</td>
<td>$3,054,184</td>
</tr>
</tbody>
</table>
ACUSD Ending Fund Balance

General Fund Year by Year Comparison – Last 4 Years

Reserve Requirement

The district made great improvements to its reserve totals, exceeding the state minimum requirement.

Current budget forecasts show that the district will continue to meet its reserve requirement in the coming years.

The 2022-23 fiscal year has the potential to be a very difficult year depending on how attendance issues are sorted out for funding at the state level. The district is in a much stronger position to mitigate many of the upcoming challenges.

2019-20 Reserve Requirement Calculation*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures</td>
<td>$44,346,836</td>
</tr>
<tr>
<td>Reserve Requirement: 3% of Total Expenditures</td>
<td>$1,330,405</td>
</tr>
<tr>
<td>Reserve Total</td>
<td>$3,530,402</td>
</tr>
<tr>
<td>Reserve Percentage</td>
<td>7.96%</td>
</tr>
</tbody>
</table>

*Reserve Requirement: The district must set aside at least 3% of total expenditures (restricted and unrestricted) in unrestricted funds.
• **Fiscal Discipline** – Maintain fiscal discipline to ensure the district does not re-enter a cycle of deficit spending

• **Cash Management** – Closely monitor cash balances as this is the first year in many that the district did not secure a Tax Revenue Anticipation Note (TRAN)

• **Special Education** – Monitor budgetary impacts of the transfer of the mild/moderate program and the state review process

• **Potential Board Policy** – Consider setting a reserve minimum higher than the state requirement

• **Board Engagement** – Maintain high levels of engagement from the board in fiscal matters

Moving forward
Background Information

Special education in Amador County has faced challenges over the last decade. Recently, it was determined that ACUSD and ACOE are both under review by the California Department of Education (CDE). ACUSD is currently in a Targeted Review and ACOE is currently in an Intensive Review (see attachments in items 4a and 4b for details on the ACUSD status). This notification was sent to ACUSD on January 31, 2020 and was not brought to the Board for discussion. The Special Education Plan (SEP) was created and submitted to CDE on March 16, 2020 and approved on June 9, 2021.

Currently, ACUSD will need to update the plan as portions are out of date and the organization has experienced a leadership change with the Superintendent and Special Education/SELPA Director. The current Superintendent is working closely with CDE to determine current needs as this is new information to our leadership, staff, community and Board.

Presented by

Torie Gibson, Superintendent

Quick Summary / Abstract

Special education in Amador County has faced challenges over the last decade. Recently, it was determined that ACUSD and ACOE are both under review by the California Department of Education (CDE). ACUSD is currently in a Targeted Review and ACOE is currently in an Intensive Review (see attachments in items 4a and 4b for details on the ACUSD status). This notification was sent to ACUSD on January 31, 2020 and was not brought to the Board for discussion. The Special Education Plan (SEP) was created and submitted to CDE on March 16, 2020 and approved on June 9, 2021.

Currently, ACUSD will need to update the plan as portions are out of date and the organization has experienced a leadership change with the Superintendent and Special Education/SELPA Director. The current Superintendent is working closely with CDE to determine current needs as this is new information to our leadership, staff, community and Board.

Background Information
This document was provided to ACUSD leadership in January, 2020. To date, it has not been presented to the Board or community for review.

Supporting Documents

Notification of 2018 Annual Determination

Quick Summary / Abstract
This document was provided to ACUSD leadership in January, 2020. To date, it has not been presented to the Board or community for review.
January 31, 2020

Amy Slavensky  
Amador County Unified School District  
217 Rex Avenue  
Jackson, CA 95642-2020

Subject: Notification of 2018–19 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2019–20 Special Education Monitoring Activities including Identification of Significant Disproportionality

Dear Superintendent Slavensky:

The California Department of Education (CDE), Special Education Division (SED) is providing this notification in accordance with Title 34, Code of Federal Regulations (CFR) Sections 300.600-604, Sections 300.646-647, and the Individuals with Disabilities Education Act (IDEA). The following areas will be addressed in this notification:

- 2018–19 Annual Determination
- Selection for 2019–20 Monitoring Activities
- Overview of Additional Changes to Selection for Monitoring
- Intensive Monitoring
- Targeted Monitoring
- Significant Disproportionality
- Data Identified Noncompliance Review
- Annual Disproportionality Review

**2018–19 Annual Determination**

Annually, the CDE, SED, in accordance with the IDEA and Title 34, CFR Section 300.600, reviews local educational agency (LEA) performance and compliance data related to implementation of IDEA requirements. As a result, every California LEA receives one of four possible annual determinations, as follows:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

Annual determinations are based on the LEA’s participation in the previous year’s monitoring activities. The LEA participated in the following monitoring activities during School Year 2018–19:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participated (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Disproportionality Review</td>
<td>Yes</td>
</tr>
<tr>
<td>Data Identified Noncompliance Review</td>
<td>Yes</td>
</tr>
<tr>
<td>Activity</td>
<td>Participated (Yes/No)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Performance Indicator Review</td>
<td>Yes</td>
</tr>
<tr>
<td>Comprehensive Review</td>
<td>No</td>
</tr>
<tr>
<td>Significant Disproportionality Review</td>
<td>No</td>
</tr>
</tbody>
</table>

The determination for Amador County Unified School District is **needs assistance** in meeting the requirements of the IDEA, Part B, for 2018–19.

**Selection for 2019–20 Monitoring Activities**

The CDE has made updates to its monitoring system, including changes to how LEAs are selected for monitoring activities. Selection for 2019–20 monitoring activities are largely based on special education data submitted from each LEA. An LEA is selected for Intensive Monitoring or Targeted Monitoring if the LEA does not meet established targets for performance and compliance indicators under the IDEA as well as the LEA’s performance regarding certain additional elements (e.g. Child Find). All data evaluated to select LEAs for Intensive or Targeted Monitoring are included in the data link below. Intensive and Targeted Monitoring include different types of activities based on the needs of the LEA identified through the selection process.

More information about Intensive and Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: 

The monitoring status for Amador County Unified School District for School Year 2019–20 is indicated below.

<table>
<thead>
<tr>
<th>Status</th>
<th>2018–19 Selection Data</th>
</tr>
</thead>
</table>

To find your LEA’s data, click on the link in the table above under “2018–19 Selection Data” and download the Portable Document Format (PDF) file that contains your Special Education Local Plan Area’s (SELPA’s) data sheets. Please be aware that data sheets are categorized by monitoring review title: Intensive Review, Targeted Review, Preschool Review, and a data sheet regarding significant disproportionality. Thus, data for your LEA may appear in multiple locations within the data link above. At a minimum, all LEAs will receive a data sheet titled Intensive Review Data, Targeted Review Data, and Preschool Review Data. Only those LEAs that have been identified as significantly disproportionate will receive a data sheet titled Significant Disproportionality Data.

Please be sure to review all data sheets that indicate “Yes” in the table below. Search for your LEA’s data sheets using the “Find” function in the PDF. If an LEA receives multiple data sheets that state “Review Required,” the highest level of monitoring will guide the LEA’s activities.

<table>
<thead>
<tr>
<th>Data Sheet</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Review</td>
<td>No</td>
</tr>
<tr>
<td>Data Sheet</td>
<td>Yes/No</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Targeted Review</td>
<td>Yes</td>
</tr>
<tr>
<td>Preschool Review</td>
<td>No</td>
</tr>
<tr>
<td>Significant Disproportionality</td>
<td>No</td>
</tr>
</tbody>
</table>

More information about data and selection criteria will be available at the following Padlet link no later than February 14, 2020:
https://padlet.com/sedmonitoring/1920monitoring

For questions regarding data, please contact the Data, Evaluation, and Assessment (DEA) Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

**Overview of Additional Changes to Selection for Monitoring**

The CDE has made changes to its monitoring system including selecting LEAs for monitoring activities solely based on preschool data. In the past, monitoring of preschool performance was integrated with school age data for selection of monitoring activities. Please refer to the data sheet titled “Preschool Review Data” to review the elements used in the selection of LEAs for monitoring.

In addition, beginning with the 2019–20 monitoring year (using 2018–19 school year data), the CDE has applied an aggregation method for data calculations of LEAs with 100 or fewer students with disabilities. These LEAs have been grouped in the following manner:

- Grouped by County: LEAs with 100 or fewer students with disabilities
- Grouped by Charter SELPA: Charter LEAs with 100 or fewer students with disabilities

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

**Intensive Monitoring**

Intensive Monitoring is the highest level of monitoring. Intensive Reviews are a joint activity between the CDE and an LEA that involves a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation.

There are three types of Intensive Reviews at the Intensive Monitoring level:

- Intensive Review (based on school age data)
- Preschool Review (based on preschool data)
- Significant Disproportionality Review

The CDE will be working directly with the LEA to complete 2019–20 Intensive Monitoring activities. The activities may include onsite visits, record reviews, regional trainings, and technical assistance. An LEA participating in Intensive Monitoring will submit an improvement plan in which the LEA will describe planned activities with the goal of improving outcomes for students with disabilities. All Intensive Monitoring
activities must be completed to ensure the LEA’s continued eligibility for grant funding under the IDEA.

Supporting documents for Intensive Monitoring will be available at the following Padlet link no later than February 14, 2020: [https://padlet.com/sedmonitoring/1920monitoring](https://padlet.com/sedmonitoring/1920monitoring).

LEAs will be contacted by the assigned regional CDE consultant with more information on the review process. For general questions regarding Intensive Monitoring, please email IntensiveMonitoring@cde.ca.gov or contact the manager listed below to be directed to the appropriate Focused Monitoring Technical Assistance (FMTA) Unit consultant:

<table>
<thead>
<tr>
<th>Intensive Monitoring Unit</th>
<th>Unit Contact Information</th>
</tr>
</thead>
</table>
| FMTA I                    | Acting Manager: Jack Brimhall  
Direct Line: 916-445-1056  
Unit Line: 916-324-8898  
JBrimhall@cde.ca.gov     |
| FMTA IV                   | Manager: Jack Brimhall  
Direct Line: 916-445-1056  
Unit Line: 916-445-9772  
JBrimhall@cde.ca.gov     |

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

**Targeted Monitoring**

Targeted Reviews are a joint activity in which the CDE supports the LEA to improve performance and compliance related to IDEA implementation in one or more areas. An LEA participating in Targeted Monitoring will submit an improvement plan, developed in collaboration with the CDE, that will address the needs identified through the selection process. This process will include the LEA’s submission of planned activities, which may include improvement strategies described in prior Performance Indicator Review (PIR) plans, with the goal of improving outcomes for students with disabilities.

Supporting documents for Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: [https://padlet.com/sedmonitoring/1920monitoring](https://padlet.com/sedmonitoring/1920monitoring)

LEAs will be contacted by the assigned regional CDE consultant with more information on the Targeted Review process. For general questions regarding the Targeted Review, please email TargetedMonitoring@cde.ca.gov or contact the managers listed below to be directed to the appropriate consultant:

<table>
<thead>
<tr>
<th>Targeted Monitoring Unit</th>
<th>Unit Contact Information</th>
</tr>
</thead>
</table>
| FMTA II                  | Manager: Donna DeMartini  
Direct Line: 916-327-3696  
Unit Line: 916-445-4632  
DDeMartini@cde.ca.gov     |
<table>
<thead>
<tr>
<th>Targeted Monitoring Unit</th>
<th>Unit Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMTA III</td>
<td>Manager: James Johnson</td>
</tr>
<tr>
<td></td>
<td>Direct Line: 916-327-4218</td>
</tr>
<tr>
<td></td>
<td>Unit Line: 916-327-6966</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:JamJohns@cde.ca.gov">JamJohns@cde.ca.gov</a></td>
</tr>
</tbody>
</table>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

**Significant Disproportionality**

This letter serves as official notification to those LEAs that have been identified as significantly disproportionate for 2019–20.

For Amador County Unified School District’s 2019–20 significant disproportionality status, please see the table below:

<table>
<thead>
<tr>
<th>Identified with Significant Disproportionality (Yes/No)</th>
<th>No</th>
</tr>
</thead>
</table>

If the LEA identification above indicates “Yes,” then the CDE has identified the LEA as significantly disproportionate in one or more areas. Please refer to the LEA’s data sheet link located in this letter under “Selection for 2019–20 Monitoring Activities” to review the significant disproportionality data if applicable.

When the LEA is determined to have an overidentification of students by race, ethnicity, or disability in one or more areas, the CDE identifies the LEA as disproportionate. LEAs identified as disproportionate for three consecutive school years for the same area are determined to be significantly disproportionate. Pursuant to federal requirements under the IDEA and Title 34, Code of Federal Regulations (CFR) Sections 300.646-647, LEAs identified as significantly disproportionate did not meet one or more of the targets for the following elements:

1. Discipline: Suspension and Expulsion
2. Placement
3. Indicator 9: Disproportionality Overall
4. Indicator 10: Disproportionality by Disability

If your LEA has been identified as significantly disproportionate, then your LEA is required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). A detailed document outlining the mandatory steps for LEAs identified as significantly disproportionate will be available at the following Padlet link no later than February 14, 2020: https://padlet.com/sedmonitoring/1920monitoring.

LEAs will be contacted by the CDE’s technical assistance contractor, State Performance Plan Technical Assistance Project (SPP-TAP), with information about an upcoming informational webinar and mandatory trainings. In addition, the assigned CDE regional consultant will be in contact with more information on significant disproportionality.
requirements. For general questions please email IntensiveMonitoring@cde.ca.gov or contact the manager listed below to be directed to the appropriate consultant:

<table>
<thead>
<tr>
<th>Intensive Monitoring Unit</th>
<th>Unit Contact Information</th>
</tr>
</thead>
</table>
| FMTA I                    | Acting Manager: Jack Brimhall  
                            | Direct Line: 916-445-1056  
                            | Unit Line: 916-324-8898  
                            | JBrimhall@cde.ca.gov |
| FMTA IV                   | Manager: Jack Brimhall  
                            | Direct Line: 916-445-1056  
                            | Unit Line: 916-445-9772  
                            | JBrimhall@cde.ca.gov |

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SROgers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

**Data Identified Noncompliance Review**

The CDE has recently implemented changes to its data information system, moving special education data from the California Special Education Management Information System (CASEMIS) to the California Longitudinal Pupil Achievement Data System (CALPADS). This change has resulted in a delay in reviewing LEA performance on the following selection elements, formerly the Data Identified Noncompliance Review elements, which are now components of Targeted Monitoring. The LEA will be notified no later than March 2020 if selected to participate in Targeted Monitoring for the elements in the bulleted list below:

- Evaluation completed within 60 days of parent consent
- Part C to B transition
- Elements of secondary transition
- Timeliness of annual IEPs
- Timeliness of triennial IEPs
- Timeliness of resolution sessions

For general questions regarding Targeted Monitoring related to these particular elements, please email TargetedMonitoring@cde.ca.gov or contact the manager listed below:

<table>
<thead>
<tr>
<th>Targeted Monitoring Unit</th>
<th>Unit Contact Information</th>
</tr>
</thead>
</table>
| FMTA V                   | Manager: Lisa Stie  
                            | Direct Line: 916-327-0865  
                            | Unit Line: 916-323-2409  
                            | LStie@cde.ca.gov |

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SROgers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.
Annual Disproportionality Review

LEAs selected for the Annual Disproportionality Review received notification on August 14, 2019, with a link to data specific to the review. The elements included in the Annual Disproportionality Review are now incorporated as part of Targeted Monitoring. Please note that data needed for development of improvement activities is contained via a link in the August 14, 2019, notification letter from the Special Education Compliance Monitoring System.

For questions, email TargetedMonitoring@cde.ca.gov or contact the managers listed below to be directed to the appropriate consultant:

<table>
<thead>
<tr>
<th>Targeted Monitoring Unit</th>
<th>Unit Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMTA II</td>
<td>Manager: Donna DeMartini</td>
</tr>
<tr>
<td></td>
<td>Direct Line: 916-327-3696</td>
</tr>
<tr>
<td></td>
<td>Unit Line: 916-445-4632</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:DDeMartini@cde.ca.gov">DDeMartini@cde.ca.gov</a></td>
</tr>
<tr>
<td>FMTA III</td>
<td>Manager: James Johnson</td>
</tr>
<tr>
<td></td>
<td>Direct Line: 916-327-4218</td>
</tr>
<tr>
<td></td>
<td>Unit Line: 916-327-6966</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:JamJohns@cde.ca.gov">JamJohns@cde.ca.gov</a></td>
</tr>
</tbody>
</table>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Universal Supports and Resources

Universal supports are available for all LEAs to access, including those LEAs that have an annual determination of meets requirements under the IDEA. A list of resources for continuous improvement will be available to all LEAs, regardless of their annual determination status, at the following Padlet link no later than February 14, 2020: https://padlet.com/sedmonitoring/1920monitoring.

As noted throughout this letter, additional information will be provided via the Padlet link. LEAs are encouraged to check the link periodically to review pertinent documents and resources. The SED looks forward to supporting LEAs’ efforts under the IDEA to improve outcomes for students with disabilities.

Sincerely,

/S/

Kristin Wright, Director
Special Education Division

KW: slr
Enclosures

cc: Amador County SELPA
Focused Monitoring and Technical Assistance Unit
## Elements Requiring Review

### 2019–20 Monitoring Year

Local Educational Agency: Amador County Unified (0373981) (6)
Special Education Local Plan Area: Amador County (0300)

Monitoring Level: TARGETED
CCEIS Plan Required: No

**Significant Disproportionality in Discipline:** No
**Significant Disproportionality in Placement:** No
**Significant Disproportionality Overall:** No
**Significant Disproportionality by Disability:** No

<table>
<thead>
<tr>
<th>Element</th>
<th>Review Required (Yes/No)</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1: Graduation Rate</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 2: Dropout Rate</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 3b: ELA Participation</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 3b: Math Participation</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 3c: ELA Achievement</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Element 3c: Math Achievement</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Element 4a: Suspension Rate</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 5a: LRE Regular Class 80% or more</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Element 5b: LRE Regular Class Less than 40%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 5c: LRE Separate School</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 6a: LRE Regular Class</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 6b: LRE Separate Class</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 7a1: Positive Social-Emotional Skills, Substantially Increased</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 8: Parent Involvement</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 9: Overall Disproportionality Areas**</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 10: Disproportionality by Disability Areas**</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Disproportionality in Discipline**</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Disproportionality in Placement**</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 11: Rate of Eligibility Determined within 60 Days *</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 12: Timely Part C to B transition *</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Element 13: Secondary Transition Goals and Services *</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Element 14a: Higher Education</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Element 14b: Higher Education or Competitive Employment</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Element 14c: Any Education or Employment</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Child Find</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

* Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

** Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review
13. 4. b. ACUSD 2019-2020 Special Education Plan (SEP) including SEP Assurances Form and SEP Successful Submission Notification from CDE (Discussion Only)

Background Information

This document was provided to CDE in March 2020 as required by letter from CDE in item 4a above. To date, it has not been presented to the Board or community for review.

Supporting Documents

2019 SEP

Quick Summary / Abstract

This document was provided to CDE in March 2020 as required by letter from CDE in item 4a above. To date, it has not been presented to the Board or community for review.
2019–2020 Special Education Plan
Local Educational Agency Identification Form

Every Special Education Plan (SEP) must include this form.

I. LEA and SELPA Information

Complete the following chart:

<table>
<thead>
<tr>
<th>Local Education Agency (LEA) Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Name: Amador County Unified School District</td>
</tr>
<tr>
<td>CDS Code: 0373981</td>
</tr>
<tr>
<td>LEA Representative Name: Kathryn Brown</td>
</tr>
<tr>
<td>LEA Representative Title: Director, Special Education</td>
</tr>
<tr>
<td>LEA Representative Phone Number: 209-257-5306</td>
</tr>
<tr>
<td>LEA Representative Email: <a href="mailto:Kathryn.Brown@acusd.org">Kathryn.Brown@acusd.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Local Plan Area (SELPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020–21 SELPA Name: Amador County SELPA</td>
</tr>
<tr>
<td>SELPA Representative Name: Kathryn Brown</td>
</tr>
<tr>
<td>SELPA Representative Title: SELPA Director</td>
</tr>
<tr>
<td>SELPA Representative Phone Number: 209-257-5306</td>
</tr>
<tr>
<td>SELPA Representative Email: <a href="mailto:Kathryn.Brown@acusd.org">Kathryn.Brown@acusd.org</a></td>
</tr>
</tbody>
</table>

II. 2019–20 SEP Elements

In order to determine the Elements to be addressed in the SEP, the LEA should refer to the LEA’s Notification of 2018–19 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2019–20 Special Education Monitoring Activities including Identification of Significant Disproportionality (Annual Determination Notification), emailed on January 31, 2020.

To confirm identification of the Elements that the LEA must include in its SEP, the California Department of Education (CDE) distributed a checklist document in June 2020 entitled Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review). The LEA must complete an Element Form for every Element in which the Elements Requiring Review list for the LEA shows “Yes” in the Review Required column.
The LEA must also complete the Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) plan and related forms if the LEA has been identified for Significant Disproportionality.

In the chart below, mark "Yes" or "NA" in the column "SEP 2019–20" to indicate whether the LEA must address the Element as part of the 2019–20 SEP or the Element is not applicable.

<table>
<thead>
<tr>
<th>Element</th>
<th>SEP 2019–20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Graduation Rate</td>
<td>n/a</td>
</tr>
<tr>
<td>2: Dropout Year Rate</td>
<td>n/a</td>
</tr>
<tr>
<td>3b: English Language Arts Assessment Participation</td>
<td>n/a</td>
</tr>
<tr>
<td>3b: Mathematics Assessment Participation</td>
<td>n/a</td>
</tr>
<tr>
<td>3c: English Language Arts Assessment Achievement</td>
<td>Yes</td>
</tr>
<tr>
<td>3c: Mathematics Assessment Achievement</td>
<td>Yes</td>
</tr>
<tr>
<td>4a: Suspension Rate</td>
<td>n/a</td>
</tr>
<tr>
<td>5a: Least Restrictive Environment–Regular class 80% or more</td>
<td>Yes</td>
</tr>
<tr>
<td>5b: Least Restrictive Environment–Regular class less than 40%</td>
<td>n/a</td>
</tr>
<tr>
<td>5c: Least Restrictive Environment–Separate School</td>
<td>n/a</td>
</tr>
<tr>
<td>6a: Preschool Least Restrictive Environment—Receiving Special Education Services in Regular Program</td>
<td>n/a</td>
</tr>
<tr>
<td>6b: Preschool Least Restrictive Environment—Separate class, School, or Residential Facility</td>
<td>n/a</td>
</tr>
<tr>
<td>7a1: Preschool Skills—Positive Social-Emotional Skills, Substantially Increased*</td>
<td>n/a</td>
</tr>
<tr>
<td>7a2: Preschool Skills—Positive Social-Emotional Skills, Functioning within Age Expectations*</td>
<td>n/a</td>
</tr>
<tr>
<td>7b1: Preschool Skills—Acquisition and Use of Knowledge and Skills, Substantially Increased*</td>
<td>n/a</td>
</tr>
<tr>
<td>7b2: Preschool Skills—Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations*</td>
<td>n/a</td>
</tr>
<tr>
<td>7c1: Preschool Skills—Use of Appropriate Behaviors to Meet Their Needs: Substantially Increased*</td>
<td>n/a</td>
</tr>
<tr>
<td>7c2: Preschool Skills—Use of Appropriate Behaviors to Meet Their Needs: Functioning within Age Expectations*</td>
<td>n/a</td>
</tr>
<tr>
<td>8: Parent Involvement</td>
<td>n/a</td>
</tr>
<tr>
<td>9: Disproportionate Representation</td>
<td>n/a</td>
</tr>
<tr>
<td>10: Disproportionate Representation by Disability</td>
<td>n/a</td>
</tr>
<tr>
<td>Element</td>
<td>SEP 2019–20</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Disproportionality in Discipline</td>
<td>n/a</td>
</tr>
<tr>
<td>Disproportionality in Placement</td>
<td>n/a</td>
</tr>
<tr>
<td>11: Timely Eligibility Evaluation**</td>
<td>n/a</td>
</tr>
<tr>
<td>12: Early Childhood Transition**</td>
<td>n/a</td>
</tr>
<tr>
<td>13: Secondary Transition**</td>
<td>n/a</td>
</tr>
<tr>
<td>14a: Post-School Outcomes–Higher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>14b: Post-School Outcomes–Higher Education or Competitively Employed</td>
<td>yes</td>
</tr>
<tr>
<td>14c: Post-School Outcomes–Any Education or Employment</td>
<td>n/a</td>
</tr>
<tr>
<td>Child Find</td>
<td>n/a</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>n/a</td>
</tr>
<tr>
<td>Significant Disproportionality</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Element: 7 has six subparts, as listed in the above chart. If an LEA was selected for Preschool Review, it must address all subparts of Element: 7 in the SEP. The Element: 7 form is designed for that purpose.

** Elements: 11, 12, and 13 are not required to be addressed in the 2019–20 SEP due on December 15, 2020.

III. 2019–20 SEP Improvement Team

The LEA will form a SEP Improvement Team (SEP Team or Improvement Team). The SEP Team will be responsible for managing the entire process. This will include analyzing data, identifying appropriate root causes for which strategies/activities are identified, implementing the SEP, and monitoring success. The members of the SEP Team will meet into the fall of school year 2020–21 to develop the SEP. Throughout the 2020-21 school year, the SEP Team will continue to meet in order to implement each strategy/activity, observe and collect data during implementation, and review progress. The LEA will choose the members of this team, with suggested representation from:

- SELPA Representative
- Special Education Administrator
- General Education Administrator
- Special Education Teacher
- General Education Teacher
IV. List of 2019–2020 SEP Team Members

Complete the table below. For each SEP Team role, list the corresponding SEP Team member’s name, LEA title or position, and email address. If the same person is fulfilling more than one role, explain the reason in the box below the table. Add rows to the chart for additional members, as necessary.

<table>
<thead>
<tr>
<th>SEP Team Role</th>
<th>Name</th>
<th>Title or Position</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELPA Representative</td>
<td>Kathryn Brown</td>
<td>SELPA Director</td>
<td><a href="mailto:Kathryn.brown@acusd.org">Kathryn.brown@acusd.org</a></td>
</tr>
<tr>
<td>Special Education Administrator</td>
<td>Kathryn Brown</td>
<td>SELPA Director</td>
<td><a href="mailto:Kathryn.brown@acusd.org">Kathryn.brown@acusd.org</a></td>
</tr>
<tr>
<td>General Education Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Angela Hayes</td>
<td>Teacher on Special Assignment</td>
<td><a href="mailto:Angela-hayes@acusd.org">Angela-hayes@acusd.org</a></td>
</tr>
<tr>
<td>General Education Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation of Improvement Team Member Roles:

SELPA Director is also Director of Special Education for the Amador County Unified School District LEA

V. SEP Team Meetings

The SEP Team will meet into the fall of school year 2020–21 to develop the SEP and throughout the 2020–21 school year to implement and monitor the entire SEP. Each meeting may address multiple items, but each area the meeting addresses should be listed in the chart below. In the case of future meetings, list the areas the SEP Team plans to address. Documentation of these meetings, such as meeting agendas and notes, should be maintained for future reference. During the 2019–20 school year (if the planning started during the Spring of 2020) and the 2020–21 school year, the SEP Team shall meet to address the following:

LEA Identification Form
2019–20 SEP
Page 4
- **Data Analysis**—Collecting and analyzing data to answer questions leading to identification of the factors that may impact outcomes for students with disabilities.
- **Root Cause Analysis**—Identifying the significant factors to be addressed in order to improve outcomes for students with disabilities.
- **Improvement Planning**—Selecting strategies/activities, with supporting resources, in order to impact outcomes for students with disabilities.
- **Planning the Implementation and Monitoring of the SEP**—Creating a plan to implement the strategies/activities and monitor implementation as it occurs.
- **Implementation**—Preparing for and implementing the SEP.
- **Monitoring**—Observing implementation, reviewing documentation, and collecting data to determine whether the strategies/activities were implemented with fidelity, whether the standards of success were met, and the reasons why or why not.
- **Review**—Reviewing the results of the plan to determine next steps, including any actions necessary to maintain any improvement observed for students with disabilities.

**List of SEP Team Meetings and Strategies/Activities**

List the planning and monitoring dates in the chart below. Include meetings that have already occurred and meetings that are planned for the future. At least one monitoring meeting must be conducted in the winter and spring quarters of the 2020–21 school year. The dates should be listed in chronological order. Every effort should be made to schedule future meetings realistically, taking into consideration the academic calendar; however, it is understood that rescheduling may be required due to unforeseen circumstances in the new school year. Insert new rows for meetings dates, as necessary.

<table>
<thead>
<tr>
<th>Dates (include month, day, and year)</th>
<th>Element(s) to Be Addressed During the Meeting</th>
<th>What areas will the meeting address?</th>
<th>Documentation Collected/To Be Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Meetings 2019–20 and Fall 2020</td>
<td>3c ELA/Math, 5a, 14a, 14b</td>
<td>Identified areas of disproportionality as well as possible root causes</td>
<td>Agenda/Notes</td>
</tr>
</tbody>
</table>

10/27/20
<table>
<thead>
<tr>
<th>Dates (include month, day, and year)</th>
<th>Element(s) to Be Addressed During the Meeting</th>
<th>What areas will the meeting address?</th>
<th>Documentation Collected/ To Be Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation/Monitoring Fall 2020–21 (if applicable)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/3/20</td>
<td>3c ELA/Math, 5a, 14a,14b</td>
<td>Identified areas of disproportionality as well as possible root causes</td>
<td>Agenda/Notes</td>
</tr>
<tr>
<td>11/17/20</td>
<td>3c ELA/Math, 5a, 14a,14b</td>
<td>Identified areas of disproportionality as well as possible root causes</td>
<td>Agenda/Notes</td>
</tr>
<tr>
<td></td>
<td>3c ELA/Math, 5a, 14a,14b</td>
<td>Identified areas of disproportionality as well as possible root causes</td>
<td>Agenda/Notes</td>
</tr>
<tr>
<td><strong>Implementation/Monitoring Winter 2020–21</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/1/20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Implementation/Monitoring Spring 2021</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates (include month, day, and year)</td>
<td>Element(s) to Be Addressed During the Meeting</td>
<td>What areas will the meeting address?</td>
<td>Documentation Collected/To Be Collected</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>04/06/21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05/02/21</td>
<td>3c ELA/Math, 5a, 14a, 14b</td>
<td>Assess methods of measurement</td>
<td>Agenda/Notes/Survey of Teachers/students</td>
</tr>
</tbody>
</table>

The full SEP will consist of this document and, for each unmet Element, an *Element Form*. It will also include a SEP *Root Cause Analysis and Improvement Form* for each identified root cause, *but only if* the LEA is not using the revised Element Forms in which the *Root Cause Analysis and Improvement* portions are now embedded. Combine all the forms into one PDF document. The sequence of the forms will be as follows:

- *LEA Identification Form*
- *SEP Element Form* for the first unmet Element
- *SEP Root Cause Analysis and Improvement Form* for each root cause applicable to the first unmet Element (if not using the revised *Element Form* with root cause embedded)
- *SEP Element Form* for the second unmet Element
- *SEP Root Cause Analysis and Improvement Form* for each root cause applicable to the second unmet Element (if not using the revised *Element Form* with root cause embedded).
- Repeat the above sequence for any remaining unmet SEP Elements.

Save the SEP PDF document with the following name: "<Name of LEA> <SELPA> 2019–2020 SEP--<Targeted or Intensive>.”
The LEA will send the full SEP to the SELPA for their review. It is important to be aware of any deadlines set by the SELPA. After reviewing the LEA’s 2019–20 SEP, the SELPA will complete the 2019–20 SELPA Review Checklist. The SELPA will attach the SELPA Review Checklist at the front of the LEA’s 2019–20 SEP as one PDF document and submit it to the CDE, Special Education Division, no later than December 15, 2020, as follows:

If the LEA was selected for Targeted Monitoring, the SELPA shall email the final PDF document to TargetedMonitoring@cde.ca.gov.

If the LEA was selected for Intensive Monitoring, the SELPA shall email the final PDF document to IntensiveMonitoring@cde.ca.gov.

# 2019/20 SELPA Special Education Plan Review Checklist

<table>
<thead>
<tr>
<th>LEA Name: AMADOR COUNTY UNIFIED SCHOOL DISTRICT</th>
<th>SELPA Name: AMADOR COUNTY SELPA</th>
<th>Date Reviewed: 01/30/2021</th>
</tr>
</thead>
</table>

Please review the documents submitted by the LEA to ensure completeness. Check any unmet element(s) for the LEA.

<table>
<thead>
<tr>
<th>1</th>
<th>3c ELA</th>
<th>5a</th>
<th>6b</th>
<th>7b Age</th>
<th>9</th>
<th>13</th>
<th>Child Find</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3c Math</td>
<td>5b</td>
<td>7a Increased</td>
<td>7c Increased</td>
<td>10</td>
<td>14a</td>
<td>Chronic Absenteeism</td>
</tr>
<tr>
<td>3b ELA</td>
<td>4a</td>
<td>5c</td>
<td>7a Age</td>
<td>7c Age</td>
<td>11</td>
<td>14b</td>
<td>Disproportionality in Placement</td>
</tr>
<tr>
<td>3b Math</td>
<td>Disproportionality in Discipline</td>
<td>6a</td>
<td>7b Increased</td>
<td>8</td>
<td>12</td>
<td>14c</td>
<td>Significant Disproportionality (Element form and Completed Packet)</td>
</tr>
</tbody>
</table>

Did the LEA complete the required SEP Local Educational Agency Identification form? ☒ Yes ☐ No

Did the LEA include all the required planning team members? ☒ Yes ☐ No

Did the LEA include a schedule of meetings that includes at least one meeting in the fall, winter, and spring? ☒ Yes ☐ No

Did the LEA identify the data examined to determine root causes? ☒ Yes ☐ No

For each element that the Special Education Plan is required to address:

Did the plan include root causes that led to the LEA’s failure to meet the target? ☒ Yes ☐ No

Did the plan include overall strategies and/or activities to address the root cause(s)? ☒ Yes ☐ No

Did the plan include resources needed to support the strategies and activities? ☒ Yes ☐ No

Did the plan include the title(s) and role(s) of the person(s) responsible for carrying out activities? ☒ Yes ☐ No

Did the plan include methods and standards used to measure success? ☒ Yes ☐ No

Did the plan include dates by which activities will be due? ☒ Yes ☐ No

Was the Special Education Plan complete? ☒ Yes ☐ No

SELPA Representative Name: [Handwritten]  SELPA Representative Signature: [Handwritten]
Local Educational Agency Name:

AMADOR COUNTY UNIFIED
SCHOOL DISTRICT

2019–20 Special Education Plan
Element 3c: English Language Arts
Achievement

Element 3c: English Language Arts (ELA) Achievement, corresponds to academic performance in ELA as shown on the California School Dashboard (Dashboard) for students with disabilities, and to State Performance Plan Indicator (SPPI) 3c: ELA Achievement as shown on the Annual Performance Report (APR). The California Department of Education (CDE) distributed a checklist document in June 2020 entitled Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review). The Local Educational Agency (LEA) must address this Element in its 2019–20 SEP if the Elements Requiring Review list shows “Yes” for this Element in the Review Required column.

I. Review of Dashboard and APR Information/Data

The 2019 Dashboard method for calculating ELA Achievement differs from the method used for the SPPI 3c: ELA Achievement calculation on the APR. The Dashboard calculations reflect the Distance from Standard, which is the measurement of how many points, on average, students are from the lowest possible score for Standard Met. Each of those calculations differs from the SPPI 3c calculation method on the APR report. The APR calculation reflects the number of students with disabilities scoring at or above the standard divided by the total number of students with disabilities who received a valid score and for whom a proficiency level was assigned. Each method of calculation is used in determining whether the LEA is in the Targeted or the Intensive Review, and both are valid for understanding the LEA’s performance on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP) and the California Alternate Assessment (CAA).

A. Review of Dashboard Information/Data

The LEA’s performance level for ELA achievement on the Dashboard is a combination of Status Level and Change Level. The SEP Team’s understanding of the Dashboard data and performance levels will be essential in the team’s determination of root causes and corresponding strategies/activities. The SEP Team may determine root causes applicable to the Status Level, Change Level, or both depending on the LEA’s Dashboard data.

Element 3c: ELA Achievement
2019–20 SEP
Page 1
Using the data on the 5x5 English Language Arts Placement Report (Grades 3-8 and 11)—Detailed Data from the LEA’s 2019 California School Dashboard, complete the charts below with information for the student group: Students with Disabilities.

<table>
<thead>
<tr>
<th>Color</th>
<th>Status Level</th>
<th>Change Level</th>
<th>CURRENT STATUS: Average distance from Standard</th>
<th>CHANGE: Difference between current status and prior status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORANGE</td>
<td>VERY LOW</td>
<td>INCREASED</td>
<td>-95.1%</td>
<td>8.3</td>
</tr>
</tbody>
</table>

Based on the above information, indicate the area(s) the LEA intends to address.

<table>
<thead>
<tr>
<th>Area to Address</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status Level</td>
<td>YES</td>
</tr>
<tr>
<td>Change Level</td>
<td>no</td>
</tr>
</tbody>
</table>

**B. Review of APR Data**

Using the SSPI data from the LEA’s APR, complete the chart below for 3c: ELA Achievement.

<table>
<thead>
<tr>
<th>LEA’s Rate</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.81%</td>
<td>&gt;15.9%</td>
</tr>
</tbody>
</table>

Once the LEA has determined the LEA’s performance level on the Dashboard and the APR in ELA Achievement, complete the chart below.

<table>
<thead>
<tr>
<th>Accountability System</th>
<th>Performance Level to Meet Requirements</th>
<th>Did the LEA Meet the Performance Level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dashboard</td>
<td>Blue, Green or Yellow</td>
<td>NO</td>
</tr>
<tr>
<td>APR</td>
<td>&gt;15.9%</td>
<td>NO</td>
</tr>
</tbody>
</table>
II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies relevant to this Element that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

To address the 18-19 concerns, teachers participated in training/discussions focused on the importance of multi-tiered systems of support (MTSS) and created protocols and training to implement MTSS for the 2020-21 school year as a district-wide adoption to assist both general education and special education students. Prior to this, school sites were using MTSS to varied degrees. The District offered new teacher and refresher training on adopted ELA Curriculum, Steps to Advance. During these training general and special education teachers collaborated to calibrate ways in which the curriculum can be supported by the special education teachers for students with disabilities. Collaboration meetings were held by grade levels, elementary and secondary, with special education teachers better align scaffolding of district curriculum for special education students. For the 2020-21 school year, all teachers have a common planning time weekly to meet and collaborate on strengthening ELA lessons. Joint professional development for Case Managers and Vice Principals in charge of CAAASPP, hosted by Special Education and Ed. Services, on implementing accommodations, ensuring test participation and practice opportunities (February 2021-ongoing).

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3c: ELA Achievement, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist below should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 3c: ELA Achievement. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Check if Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Dashboard— ELA for Student with Disabilities</td>
<td>X</td>
</tr>
</tbody>
</table>

Element 3c: ELA Achievement
2019–20 SEP
Page 3
<table>
<thead>
<tr>
<th>California School Dashboard — Comparison to All Students or Other Student Groups</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Operations Management System (TOMS) Student Score Reports</td>
<td>X</td>
</tr>
<tr>
<td>Test Operations Management System (TOMS) Accommodations</td>
<td>X</td>
</tr>
<tr>
<td>Interim or Other Assessments</td>
<td>X</td>
</tr>
<tr>
<td>Classroom-level Data — Student Grades, Assignment Grades</td>
<td>X</td>
</tr>
<tr>
<td>Annual Performance Report (APR) — ELA Achievement, Participation Rate, Least Restrictive Environment (LRE)</td>
<td>X</td>
</tr>
<tr>
<td>Special Education Information System (e.g., SEIS, Welligent, SIRAS)</td>
<td>X</td>
</tr>
<tr>
<td>Service Logs and/or Pull-Out Schedules</td>
<td>X</td>
</tr>
<tr>
<td>Student Course Enrollment Data, Attendance Records, Schedules, and/or Transcripts</td>
<td>X</td>
</tr>
<tr>
<td>California Longitudinal Pupil Achievement Data System (CALPADS)</td>
<td></td>
</tr>
<tr>
<td>Empathy Interview/ Focus Group Data</td>
<td></td>
</tr>
<tr>
<td>Observation of English class(es)</td>
<td>X</td>
</tr>
<tr>
<td>Observation of Testing (CAASPP or Other Testing Environment)</td>
<td></td>
</tr>
<tr>
<td>Professional Development Records</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Guides, Lesson Plans, Syllabi</td>
<td>X</td>
</tr>
<tr>
<td>Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)</td>
<td>X</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td></td>
</tr>
<tr>
<td>Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)</td>
<td>X</td>
</tr>
<tr>
<td>Parent Input Data</td>
<td>X</td>
</tr>
<tr>
<td>Other (please state):</td>
<td></td>
</tr>
</tbody>
</table>

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

Current policies and procedures do not adequately address the needs of students with disabilities as it relates to ELA achievement. More training and collaboration is needed to bring together general education and special education teachers to calibrate and collaborate.

Element 3c: ELA Achievement
2019–20 SEP
Page 4
with the goals written into IEPs. Future professional development is being developed to assist special education teachers to write ELA goals in IEPs that reflect common core grade level state standards.

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA’s performance level specific to Element 3c: ELA Achievement. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Special education teachers lack training in writing English language arts goals in IEPs that reflect grade level common core standards.
During the 19-20 school year, all special education teachers (both mild/moderate and moderate/severe) were employed by the County Office of Education. The monitoring of ELA goals was not focused on grade-level goals, but were written to meet the current levels of students with disabilities. Not all teachers participated in training for or used the adopted ELA curriculum. As the 19-20 school year progressed, the Amador County Unified School District (ACUSD) Special Education Director put into place training and expectations that all IEP goals would be written to address individual student needs based on grade-level Common Core State Standards. Training offered to assist teachers in writing goals that are both CCSS based as well as addressing the identified needs in reading and writing.

Data Support and Background for Root Cause:

Data:
Annual Performance Report review for past several school years, IEP reviews of ELA goals,
Review of student special education service logs for students who have ELA IEP goals, as well
Background: ACUSD in the 17-18 school year had only been sporadically using the CAASPP interim assessments, rather English teachers were using the district benchmark assessments embedded in the adopted curriculum, Benchmark Advance, to track progress.

Phase 1: Improvement Strategy Development

Strategies/Activities for Improvement
List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.

1. Increase collaboration time between general and special education teachers
2. Provide additional training to special education teachers to better utilize all tools and supports both embedded and supplementary to the District-wide adopted curriculum Steps To Advance
3. District-wide administration of an Interim Comprehensive Assessment (ICA)

Resources Required
(Align numbers with Strategies/Activities for Improvement.)

1. Agreement with site administrators
2. Refresher training, training on specific materials related to support of curriculum, grade level collaboration opportunities
3. Planning time, training of teachers and other staff
4.
5.

Title of Person(s) Responsible for Implementation
(Align numbers with Strategies/Activities for Improvement.)

1. SPED Director and ACUSD Program Specialist
2. SPED Director, ACUSD Program Specialist, District TOSAs
3. ACUSD Program Specialist, District TOSAs
4.
5.
Start Date
(Align numbers with Strategies/Activities for Improvement.)
1. Ongoing throughout 2020-21 school year, focus February 2021 to June 2021
2. Annually in Spring

Date of Completion
(Align numbers with Strategies/Activities for Improvement.)
1. On-going with review in June 2021
2. On-going with review in June 2021
3. June 2021

Phase 2: Monitoring of Improvement

Expected Outcome(s)
(Align numbers with Strategies/Activities for Improvement.)
1. Increased collaboration time will allow special education as well as general education teachers the opportunities to align lessons and strategies for all students, especially those in special education. Collaboration will build understanding of the capabilities of SWDs and build our inclusion model in coming school years.

2. Building capacity for special education teachers in their skills using the District adopted Common Core curriculum in all grade levels. Teachers will be better equipped to utilize the curriculum and support students in a more inclusive manner. Our expectation is that with a better understanding of the ELA curriculum and supporting supplemental texts, students will achieve higher scores on curriculum benchmark testing, as well as SBAC.
3. District-wide administration of an Interim Comprehensive Assessment (ICA) will become the common practice and expectation of all special education teachers which will allow richer conversations and collaboration with general education peers.

4. 

5. Methods of Measurement

(Align numbers with Strategies/Activities for Improvement.)

1. Increase collaboration time between general and special education teachers will be measured through
   - Collaboration meeting agendas and notes from each meeting.
   - Coaching visit reflections from ACUSD Program Specialist (PS) as well as ACOE/ACUSD Teacher on Special Assignment (TOSA) reviewed at semi-weekly Coaching meetings with ACUSD Director of Special Education
   - Discussion at weekly ACUSD Cabinet meetings

2. Provide additional training to special education teachers to better utilize all tools and supports both embedded and supplementary to the District-wide adopted curriculum Steps To Advance
   - Training Agendas and attendance logs from curriculum trainings
   - Review of student scores on curriculum based assessments reviewed with site administrator and PS/TOSA

3. District-wide administration of an Interim Comprehensive Assessment (ICA)
   - Agenda and attendance logs demonstrating discussion of results of ICA’s throughout school year
   - PS/TOSA coaching reflections from meeting with special education teachers reviewing ICA data

4. 

5. 

Element 3c: ELA Achievement
2019–20 SEP
Page 8
Quantifiable Standards of Improvement
(Align numbers with Strategies/Activities for Improvement.)

1. Collaboration meetings will have increased from previous school years as evidenced by agendas and attendance logs at collaborative meetings as well as after meeting reflections.

2. Observation notes of classrooms in both hybrid and distance learning modes using district adopted curriculum in general education as well as special education settings.

3. ICA data gathered on SWDs from both general education as well as special education classrooms

4.

5.

Documentation of Implementation
Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).

2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).

3. Evidence that the SEP Team has monitored the implementation of its plan.

4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).

5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Implementation documentation will include the following

- Meeting and/or collaboration agendas
- Meeting and/or collaboration sign in sheets
- Meeting and/or collaboration meeting notes
- Meeting and/or collaboration slide presentations
- Updated/revised Special Education policies and procedures (last updated 2013)
- Surveys of team members at the beginning, middle, and end of the school year
Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required Element Form in numerical order (or alphabetical order thereafter for unnumbered Elements) after the LEA Identification Form. Save as one PDF document. If the LEA uses separate Root Cause Analysis and Improvement Forms, the placement of those forms should be directly after the corresponding Element Form.

Title the single PDF SEP document with the following naming convention: <Name of LEA> <SELPA> 2019–20 SEP–<Targeted or Intensive>.

Local Educational Agency Name:

Amador County Unified School District (ACUSD)

2019–20 Special Education Plan
Element 3c: Math Achievement

Element 3c: Math Achievement corresponds to academic performance in Math as shown on the California School Dashboard (Dashboard) for students with disabilities, and to State Performance Plan Indicator (SPPI) 3c: Math Achievement as shown on the Annual Performance Report (APR). The California Department of Education (CDE) distributed a checklist document in June 2020 entitled Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review). The Local Educational Agency (LEA) must address this Element in its 2019–20 SEP if the Elements Requiring Review list shows “Yes” for this Element in the Review Required column.

I. Review of Dashboard and APR Information/Data

The 2019 Dashboard method for calculating Math Achievement differs from the method used for the SPPI 3c: Math Achievement calculation on the APR. The Dashboard calculations reflect the Distance from Standard, which is the measurement of how many points, on average, students are from the lowest possible score for Standard Met. Each of those calculations differ from the SPPI 3c calculation method on the APR report. The APR calculation reflects the number of students with disabilities scoring at or above the standard, divided by the total number of students with disabilities who received a valid score and for whom a proficiency level was assigned. Each method of calculation is used in determining whether the LEA is in the Targeted or the Intensive Review, and both are valid for understanding the LEA’s performance on the Math portion of the California Assessment of Student Performance and Progress (CAASPP) and the California Alternate Assessment (CAA).

A. Review of Dashboard Information/Data

The LEA’s performance level for Math Achievement on the Dashboard is a combination of Status Level and Change Level. The SEP Team’s understanding of the Dashboard data and performance levels will be essential in the team’s determination of root causes and corresponding strategies/activities. The SEP Team may determine root causes applicable to their Status Level, Change Level, or both depending on the LEA’s Dashboard data.
Using the data on the 5x5 Mathematics Placement (Grades 3–8 and 11) Detailed Report from the LEA's 2019 California School Dashboard, complete the charts below with information for the student group: Students with Disabilities.

<table>
<thead>
<tr>
<th>Color</th>
<th>Status Level</th>
<th>Change Level</th>
<th>CURRENT STATUS: Average distance from Standard</th>
<th>CHANGE: Difference between current status and prior status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>Very low</td>
<td>Increased</td>
<td>-136.5</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Based on the above information, indicate the area(s) the LEA intends to address.

<table>
<thead>
<tr>
<th>Area to Address</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status Level</td>
<td>yes</td>
</tr>
<tr>
<td>Change Level</td>
<td>yes</td>
</tr>
</tbody>
</table>

**B. Review of APR Data**

Using the SPPI data from the LEA's APR, complete the chart below for 3c: Math Achievement.

<table>
<thead>
<tr>
<th>LEA's Rate</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.76%</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

Once the LEA has determined the LEA's performance level on the Dashboard and the APR in Math Achievement, complete the chart below.

<table>
<thead>
<tr>
<th>Accountability System</th>
<th>Performance Level to Meet Requirements</th>
<th>Did the LEA Meet or Exceed the Performance Level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dashboard</td>
<td>Blue, Green or Yellow</td>
<td>Orange, not met</td>
</tr>
<tr>
<td>APR</td>
<td>&gt;13.6%</td>
<td>not met</td>
</tr>
</tbody>
</table>
II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

To address the 18-19 concerns, teachers participated in training/discussions focused on the importance of multi-tiered systems of support (MTSS) and created protocols and training to implement MTSS for the 2020-21 school year as a district-wide adoption to assist both general education and special education students. Prior to this, school sites were using MTSS to varied degrees. The District offered new teacher and refresher training on adopted mathematics curriculum, McGraw Hill My Math and College Preparatory Mathematics (CPM). During these training general and special education teachers collaborated to calibrate ways in which the curriculum can be supported by the special education teachers for students with disabilities. Collaboration meetings were held by grade levels, elementary and secondary, with special education teachers better align scaffolding of district curriculum for special education students. For the 2020-21 school year, all teachers have a common planning time weekly to meet and collaborate on strengthening mathematics lessons including their delivery and measurements of student achievement and improvements.

Joint professional development for Case Managers and Vice Principals in charge of CAASPP, hosted by Special Education and Ed. Services, on implementing accommodations, ensuring test participation and practice opportunities (February 2021-ongoing).

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3c: Math Achievement, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 3c: Math Achievement. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Check if Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Dashboard—Math Achievement for students with disabilities</td>
<td>x</td>
</tr>
</tbody>
</table>

Element 3c: Math Achievement
2019–20 SEP
Page 3
<table>
<thead>
<tr>
<th>Category</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Dashboard – Comparison to All Students or other</td>
<td>x</td>
</tr>
<tr>
<td>student groups</td>
<td></td>
</tr>
<tr>
<td>Test Operations Management System (TOMS) Student Score Reports</td>
<td>x</td>
</tr>
<tr>
<td>Test Operations Management System (TOMS) Accommodations</td>
<td>x</td>
</tr>
<tr>
<td>Interim or Other Assessments</td>
<td>x</td>
</tr>
<tr>
<td>Classroom-level Data — Student Grades, Assignment Grades</td>
<td>x</td>
</tr>
<tr>
<td>APR – Math Achievement, Participation Rate, Least Restrictive</td>
<td>x</td>
</tr>
<tr>
<td>Environment (LRE)</td>
<td></td>
</tr>
<tr>
<td>Special Education Information System (e.g., SEIS, Welligent, SIRAS)</td>
<td>x</td>
</tr>
<tr>
<td>Service and/or Pull-Out Schedules</td>
<td>x</td>
</tr>
<tr>
<td>Student Course Enrollment Data Attendance Records, Schedules, and/or</td>
<td>x</td>
</tr>
<tr>
<td>Transcripts</td>
<td></td>
</tr>
<tr>
<td>California Longitudinal Pupil Achievement Data System (CALPADS)</td>
<td>x</td>
</tr>
<tr>
<td>Empathy Interview/ Focus Group Data</td>
<td></td>
</tr>
<tr>
<td>Observation of Math Class(es)</td>
<td></td>
</tr>
<tr>
<td>Observation of Testing (CAASPP or Other Testing Environment)</td>
<td></td>
</tr>
<tr>
<td>Professional Development Records</td>
<td></td>
</tr>
<tr>
<td>Curriculum Guides, Lesson Plans, Syllabi</td>
<td>x</td>
</tr>
<tr>
<td>Other School Plans (e.g., Local Accountability Plan (LCAP), Western</td>
<td></td>
</tr>
<tr>
<td>Association of Schools and Colleges (WASC), Technology Plan)</td>
<td></td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td></td>
</tr>
<tr>
<td>Compliance Review Data (Student Record Reviews, SELPA)</td>
<td>x</td>
</tr>
<tr>
<td>Governance Review, Student Record Review</td>
<td>x</td>
</tr>
<tr>
<td>Parent Input Data</td>
<td></td>
</tr>
<tr>
<td>Other (please state):</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

Current policies and procedures do not adequately address the needs of students with disabilities as it relates to mathematics achievement. More training and collaboration is needed to bring together general education and special education teachers to calibrate and collaborate with the goals written into IEPs. Future professional development is being developed to assist special education teachers to write mathematics goals in IEPs that reflect common core grade level state standards.
V. Root Cause Analysis and Improvement Form

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA’s performance level specific to Element 3c: Math Achievement. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

Note: The boxes and charts below apply to one and only one root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

| Special education teachers lack training in writing mathematic goals in IEPs that reflect grade level common core standards. During the 19-20 school year, all special education teachers (both mild/moderate and moderate/severe) were employed by the County Office of Education. The monitoring of mathematics goals was not focused on grade-level goals, but were written to meet the current levels of students with disabilities. Not all teachers participated in training for or used the adopted mathematics curriculum. As the 19-20 school year progressed, the Amador County Unified School District (ACUSD) Special Education Director put into place training and expectations that all IEP goals would be written to address individual student needs based on grade-level Common Core State Standards. Training offered to assist teachers in writing goals that are both CCSS based as well as addressing the identified needs in mathematics and number sense. |

Data Support and Background for Root Cause:

| Data: Annual Performance Report review for past several school years, IEP reviews of mathematics goals, review of student special education service logs for students who have mathematics IEP goals, as well as Test Operations Management System (TOMS) Student Score Reports or Accommodations Interim or Other Assessments. Background: ACUSD in the 17-18 school year had only been sporadically using the CAASPP interim assessments, rather math teachers were not using the district benchmark assessments |

Element 3c: Math Achievement 2019–20 SEP Page 5
embedded in the adopted curriculum, McGraw Hill My Math K-6 and College Preparatory Mathematics (CPM), to track progress.

Phase 1: Improvement Strategy Development

Strategies/Activities for Improvement
List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.

1. Need for increased collaboration between general education and special education math teachers
2. Provide additional training to special education teachers to better utilize all tools and supports both embedded and supplementary to the District wide adopted curriculum McGraw Hill My Math and College Preparatory Mathematics (CPM)

Resources Required
(Align numbers with Strategies/Activities for Improvement.)

1. Agreement with site administrators and bargaining units (ACTA, SEAC)
2. Survey of teachers for needs, training based on survey results as well as refresher training on adopted curriculum and teaching strategies to address students needs during hybrid and distance learning.

Title of Person(s) Responsible for Implementation
(Align numbers with Strategies/Activities for Improvement.)

1. SPED Director, ACOE Program Director, Human Resources, ACUSD Program Specialist
2. SPED Director, ACUSD Program Specialist, ACOE/ACUSD TOSAs

Element 3c: Math Achievement
2019-20 SEP
Page 6
Start Date
(Align numbers with Strategies/Activities for Improvement.)
1. Ongoing throughout the 2020-21 school year
2. January 2021 and ongoing through 2020-21 school year
3.
4.
5.

Date of Completion
(Align numbers with Strategies/Activities for Improvement.)
1. Check Ins monthly with review of process in June 2021 to help model Fall 2021 school year needs
2. Check Ins monthly with review of process in June 2021 to help model Fall 2021 school year needs
3.
4.
5.

Phase 2: Monitoring of Improvement

Expected Outcome(s)
(Align numbers with Strategies/Activities for Improvement.)
1. Agreements with union partners allowing collaboration time with teachers
2. Achievement scores will increase in the area of mathematics in the classroom and on the SBAC and California DashBoard
3.
4.
5.

Methods of Measurement
(Align numbers with Strategies/Activities for Improvement.)
1. Increase collaboration time between general and special education teachers will be measured through
   2. Collaboration meeting agendas and notes from each meeting.
   3. Coaching visit reflections from ACUSD Program Specialist (PS) as well as ACOE/ACUSD Teacher on Special Assignment (TOSA) reviewed at semi-weekly Coaching meetings with ACUSD Director of Special Education
   4. Discussion at weekly ACUSD Cabinet meetings
   5. District-wide implementation of adopted mathematics curriculum including collaborative meeting to discuss scores, strategies used, artifacts demonstrating use of embedded and supplementary mathematics supports
   1. PS/TOSA coaching reflections from meeting with special education teachers reviewing ICA data

6.
7.
8.

Quantifiable Standards of Improvement
(Align numbers with Strategies/Activities for Improvement.)

1. Collaboration meetings will have increased from previous school years as evidenced by agendas and attendance logs at collaborative meetings as well as after meeting reflections.
2. Observation notes of classrooms in both hybrid and distance learning modes using district adopted curriculum in general education as well as special education settings.

3.
4.
5.

Documentation of Implementation
Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.
The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

<table>
<thead>
<tr>
<th>Implementation documentation will include the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meeting and/or collaboration agendas</td>
</tr>
<tr>
<td>• Meeting and/or collaboration sign in sheets</td>
</tr>
<tr>
<td>• Meeting and/or collaboration meeting notes</td>
</tr>
<tr>
<td>• Meeting and/or collaboration slide presentations</td>
</tr>
<tr>
<td>• Updated/revised Special Education policies and procedures (last updated 2013)</td>
</tr>
<tr>
<td>• Surveys of team members at the beginning, middle, and end of the school year</td>
</tr>
<tr>
<td>• Classroom assessment scores in general and special education setting</td>
</tr>
</tbody>
</table>

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required Element Form in numerical order (or alphabetical order thereafter for unnumbered Elements) after the LEA Identification Form. Save as one PDF document. If the LEA uses separate Root Cause Analysis and Improvement Forms, the placement of those forms should be directly after the corresponding Element Form.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.
Local Educational Agency Name:

Amador County Unified School District

2019–20 Special Education Plan
Element 5a: Least Restrictive Environment—Regular Class 80% or More

Element 5a: Least Restrictive Environment (LRE)—Regular Class 80% or More corresponds to State Performance Plan Indicator (SPPI) 5a: LRE—Regular Class 80% or More. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 5a: LRE—Regular Class 80% or More as shown on the LEA’s Annual Performance Report (APR) and on the 2019–20 Targeted Review Selection Data chart linked to the January 31, 2020, Annual Determination Notification.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review). The LEA must address in its 2019–20 SEP every Element for which the Elements Requiring Review list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 5 measures LRE by calculating the average amount of time students ages six through twenty-one receive their special education or related services in settings apart from their peers in general education settings.

This is a three-part test which:

a. Measures the percentage of students who are in a regular classroom 80 percent or more of their day;

b. Measures the percentage of students who are in a regular class less than 40 percent of their day;

c. Measures the percentage of students in separate schools, residential facilities, or homebound/hospital placements.

Element 5a: LRE—Regular Class 80% or More
2019–20 SEP
Page 1
This Element Form focuses only on the first part (5a), the percentage of students who are in a regular class 80 percent or more of their day. Using the data from the LEA’s APR, complete the chart below for Element 5a: LRE–Regular Class 80% or More:

<table>
<thead>
<tr>
<th>LEA rate for LRE–Regular Class 80% or More</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.81%</td>
<td>&gt;52.2%</td>
</tr>
</tbody>
</table>

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

During the 19-20 school year, a Special Education Study Team was developed to address concerns related to the delivery model of special education students to District and County SWDs. The team met over many months and determined that the model would change from all special education staff being employed by the County and serving both County and District students to a transfer of the mild/moderate program to the District with moderate/severe programs staying with the County Office of Education. This transfer allowed the District to manage and support their mild/mod students while the County supported their mod/severe programs. With this transfer the number of students with disabilities in general education 80% or more of the day for the Amador County Unified School District would increase as a majority of mild/mod students are in general education at or above 80% of the school day. Consequently, trainings were being offered to all special education and general education staff to better accommodate and support SWDs in the general education setting as well as more fully including SWDs in general education for an increased portion of their school day. This is still in place, requiring continual training and support to general education teachers to better support SWDs in their classrooms as well as additional training for our special education teachers to move from pull out to a push in model of SAI delivery and support. The previous plan did not adequately address this issue, which has now been brought to the forefront of the SPED depts focus for the 2020-21 school year and beyond.

III. Data and Analysis

In order to identify appropriate root causes for the LEA’s performance in relation to Element 5a: LRE–Regular Class 80% or More, the LEA should examine formal and
informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

**Data Source Checklist**

Identify data sources the SEP Team will use in developing the LEA’s 2019–20 SEP for Element 5a: LRE—Regular Class 80% or More. Analyze the selected data sources to find connections/relationships between the data and the LEA’s performance.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Check if Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Dashboard</td>
<td></td>
</tr>
<tr>
<td>California School Dashboard—Comparison to All Students or Other Student Groups</td>
<td></td>
</tr>
<tr>
<td>California Longitudinal Pupil Achievement Data System (CALPADS)</td>
<td>x</td>
</tr>
<tr>
<td>Annual Performance Report (APR)</td>
<td></td>
</tr>
<tr>
<td>Special Education Information Systems (e.g., SEIS, SIRAS, Welligent)</td>
<td></td>
</tr>
<tr>
<td>Service Logs and/or Pull-out Schedules</td>
<td></td>
</tr>
<tr>
<td>Student Course Enrollment Data</td>
<td></td>
</tr>
<tr>
<td>IEP Placement and Discussion Notes; Pertinent Assessment Information</td>
<td></td>
</tr>
<tr>
<td>Transition Plans</td>
<td></td>
</tr>
<tr>
<td>Guidance Counselor Information</td>
<td></td>
</tr>
<tr>
<td>Discipline Information</td>
<td></td>
</tr>
<tr>
<td>Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)</td>
<td></td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td></td>
</tr>
<tr>
<td>Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)</td>
<td></td>
</tr>
<tr>
<td>Parent Input Data</td>
<td></td>
</tr>
<tr>
<td>Other (please state):</td>
<td></td>
</tr>
</tbody>
</table>

**IV. Additional Factors Affecting Performance**

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

The amount of time students with disabilities spend in SAI, SDC and regular education depend on decisions made by the IEP teams. Training was provided to team members via admin training, teacher training that emphasized the importance of access to the general education curriculum. This will continue to be a focus throughout the remainder of the 2020-21 school year as well as 2021-22.

Element 5a: LRE-Regular Class 80% or More
2019–20 SEP
Page 3
V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA’s performance level specific to Element 5a: LRE–Regular Class 80% or More. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

During the 19-20 school year students in the Amador County Office of Education (ACOE) special education program included both ACOE students who were classified as mod-severe and Amador County Unified School District (ACUSD) students who were classified as mild-mod who received more than 50% of their instruction as SAI. Given that the mod-severe students at a minimum spent 87.5% of their day in SDE the overall percentages were skewed. At the end of the 19-20 school year the decision was made to move all students with mild-moderate disabilities to the ACUSD. As a result, ACOE will only have mod-severe students in 20-21 while the ACUSD will have students with mild/moderate disabilities. The strategies addressing Element 5A, however, are being used by the ACOE and the ACUSD.

Data Support and Background for Root Cause:

California Dashboard
SEIS (Special Education Information System)
AERIES Student Information System
Annual Performance Report
Service Logs of Specialized Academic Instruction (SAI)

Phase 1: Improvement Strategy Development

Strategies/Activities for Improvement
List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.

Element 5a: LRE-Regular Class 80% or More
2019–20 SEP
Page 4
1. Increase collaboration time between general education teachers and special education teachers with the expectation that SWDs will spend more to their school day in the general education setting.

2. Training for general education and special education staff on inclusion, delivering accommodations and modification.

3. 

4. 

5. 

**Resources Required**

(Align numbers with Strategies/Activities for Improvement.)

1. Agreement between Amador County Unified School District and teachers bargaining unit (ACTA)

2. Agreement between Amador County Unified School District and teacher bargaining unit (ACTA) as well as site administration.

3. 

4. 

5. 

**Title of Person(s) Responsible for Implementation**

(Align numbers with Strategies/Activities for Improvement.)

1. Amador County Unified School District Bargaining team (Asst. Superintendents of Human Resources, Business Services, Educational Services, with Director of Special Education) as well as ACTA Negotiating Team

2. Director of Special Education, ACUSD Program Specialist, BCBA, ACOE/ACUSD Special Education Teacher on Special Assignment, District Teachers on Special Assignment

3. 

4. 

5. 

**Start Date**

(Align numbers with Strategies/Activities for Improvement.)

1. Beginning of 2020-21 school year with ongoing work into the 2021-22 school year

2. Beginning of 2020-21 school year with ongoing work into the 2021-22 school year

3. 

4. 

5. 

**Date of Completion**

(Align numbers with Strategies/Activities for Improvement.)

1. Ongoing during the 2020-21 school year with quarterly measurements

2. Ongoing during the 2020-21 school year with quarterly measurements

3. 

4. 

5. 

**Phase 2: Monitoring of Improvement**

**Expected Outcome(s)**

(Align numbers with Strategies/Activities for Improvement.)

1. Increased collaboration of general and special education teachers supporting SWDs in their classes
2. IEPs that reflect increased time in general education classes with push in support from special education.

3.  

4.  

5.  

Methods of Measurement  
(Align numbers with Strategies/Activities for Improvement.)
1. Collaboration will be measured by meeting/training agendas, notes from meetings, and improved student engagement in classroom observations
2. Training meeting agendas, notes, teacher logs of SAI minutes and where those minutes were delivered (general education or special education classroom setting), IEPs in SEIS should reflect an increase in time spent in general education setting.

3.  

4.  

5.  

Quantifiable Standards of Improvement  
(Align numbers with Strategies/Activities for Improvement.)
1. SEIS/AERIES data will demonstrate increased minutes in general education setting to meet or exceed state expected levels.
2. IEP data reporting increases minutes in general education settings as well as special education service logs that reflect increased service minute delivery in the general education setting.

3.  

4.  

5.  

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

- IEPs and IEP data that reflect an increase in general education minutes on student IEPs
- Service Logs of delivery of special education service logs (SAI) in the general education setting

Element 5a: LRE-Regular Class 80% or More  
2019–20 SEP  
Page 6
VI. Placement of Forms in the SEP PDF

Place each required Element Form in numerical order (or alphabetical order thereafter for unnumbered Elements) after the LEA Identification Form. Save as one PDF document. If the LEA uses separate Root Cause Analysis and Improvement Forms, the placement of those forms should be directly after the corresponding Element Form.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP.<Targeted or Intensive>.

2019–20 Special Education Plan
Element 14a: Post-School Outcomes–Higher Education

Element 14a: Post-School Outcomes–Higher Education corresponds to State Performance Plan Indicator (SPPI) 14a. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 14a: Post-School Outcomes–Higher Education, as shown on the LEA’s Annual Performance Report (APR) and on the 2019–20 Targeted Review Selection Data chart linked to the January 31, 2020, Annual Determination Notification.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review). The LEA must address in its 2019–20 SEP every Element for which the Elements Requiring Review list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 14 measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were: a) enrolled in higher education, b) enrolled in higher education or competitively employed, or c) enrolled in any higher education or in some other postsecondary education or training program or competitively employed or in some other employment.

SPPI 14: Post-School Outcomes accordingly is divided into three subparts (or categories) as follows:

a. Higher Education
b. Higher Education or Competitively Employed
c. Any Post-Secondary Education or Employment
SPPI 14 is a cumulative count. All students in category "a" are also in category "b," and all students in category "b" are in category "c." This Element Form focuses only on the first category (14a), responders that are enrolled in higher education.

Using the LEA's APR data, fill out the chart below for Element 14a: Post-School Outcomes—Higher Education.

<table>
<thead>
<tr>
<th>LEA Rate</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
<td>&gt;54.3%</td>
</tr>
</tbody>
</table>

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Historically, special education students were supported through the County Office of Education and their WorkAbility1 Grant. The LEA did not effectively address this area in the 2018-19 PIR plan.

- Employ a Workforce Development consultant to create a workforce training program. The Amador County Office of Education has employed a consultant to create a comprehensive program to support all SWDs in this area.

- Development of Transition Curriculum scope and sequence for post school planning to improve post school outcomes

- Development of post-school Transition Fair where students can connect with community agencies and stakeholders who can support students with higher education and employment goals

- Professional development for office staff on how to report post-school outcomes data on Cal PADS.
For SDC students with mild to moderate disabilities transition plans were written to include opportunities to work in the community through our workability program. Students received training in career interests, work-skill development and communication skills necessary to access the workplace.

III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 14a: Post-School Outcomes—Higher Education, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 14a: Post-School Outcomes—Higher Education. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Check if Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Dashboard</td>
<td>x</td>
</tr>
<tr>
<td>Ed-data.org—Cohort Graduation</td>
<td>x</td>
</tr>
<tr>
<td>California Longitudinal Pupil Achievement Data System (CALPADS)</td>
<td></td>
</tr>
<tr>
<td>Annual Performance Report (APR)</td>
<td>x</td>
</tr>
<tr>
<td>Special Education Information System (e.g., SEIS, Welligent, SIRAS)</td>
<td>x</td>
</tr>
<tr>
<td>UC/CSU eligibility/enrollment Data</td>
<td></td>
</tr>
<tr>
<td>Transition Plans</td>
<td></td>
</tr>
<tr>
<td>Student Grades, Transcripts</td>
<td></td>
</tr>
<tr>
<td>Guidance Counselor Information</td>
<td>x</td>
</tr>
<tr>
<td>Other School Plans (e.g., Local Control Accountability Plan (LCAP)</td>
<td></td>
</tr>
<tr>
<td>Western Association of Schools and Colleges (WASC), Technology Plan</td>
<td></td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td></td>
</tr>
<tr>
<td>Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)</td>
<td></td>
</tr>
<tr>
<td>Student Summary of Performance Documents</td>
<td></td>
</tr>
<tr>
<td>Parent Survey Data</td>
<td></td>
</tr>
<tr>
<td>Courses of Study, Course Enrollment, Prerequisite Enrollment</td>
<td></td>
</tr>
<tr>
<td>Other (please state) WorkAbility1 Grant data of students served including service array and paid work placements</td>
<td>x</td>
</tr>
</tbody>
</table>
IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities and are they working as intended?

- Special Education Policies and Procedures need to be updated and strengthened to better outline supports for SWD
- Individualized Transition Plans (ITPs) need to be developed with student first focus and implemented throughout high school experience

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 14a: Post-School Outcomes—Higher Education. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Historically, students with disabilities have not been included in programs that support post-secondary education and guidance to the degree necessary for them to be successful.

Data Support and Background for Root Cause:

- District policies on inclusion of SWDs in programs that lead to post-secondary awareness

Element 14a: Post School Outcomes—Higher Education
2019–20 SEP
Page 4
### Phase 1: Improvement Strategy Development

**Strategies/Activities for Improvement**

List *at least one* Strategy/Activity for this root cause. Insert additional lines if necessary.

1. Teacher training in development and implementation of Individualized Transition Plans to ensure the ITPs are being followed
2. Ensure that as SWDs matriculate through their high school experience their ITP is being followed and is representative of student wants and needs to be successful after high school

**Resources Required**

(Align numbers with Strategies/Activities for Improvement.)

1. Agreements with teacher bargaining unit (ACTA) for additional training access to teachers and planning time
2. Develop training on writing and implementing Individualized Transition Plans

**Title of Person(s) Responsible for Implementation**

(Align numbers with Strategies/Activities for Improvement.)

1. ACUSD Negotiating Team (Asst. Superintendents of Human Resources, Business Office, and Education Services) and Director of Special Education, ACTA Negotiating Team
2. ACUSD Special Education Director, Program Specialist, Teachers on Special Assignment (TOSAs) of Primary, Secondary, and Special Education

**Start Date**

(Align numbers with Strategies/Activities for Improvement.)

1. Fall 2020
2. Fall 2020
3. 
4. 
5. 

**Date of Completion**

(Align numbers with Strategies/Activities for Improvement.)

1. June 2021
2. June 2021
3. 
4. 
5. 

---

Element 14a: Post School Outcomes—
Higher Education
2019–20 SEP
Page 5
Expected Outcome(s)

(Align numbers with Strategies/Activities for Improvement.)

1. Student participation in post secondary education opportunities will increase due to teacher support of ITPs
2. Student ITPs will have been implemented and finalized prior to graduation that will reflect transition goals post-graduation
3.
4.
5.

Methods of Measurement

(Align numbers with Strategies/Activities for Improvement.)

1. Training agendas, notes, and service logs based on approved collaboration time through labor partner (ACTA)
2. Graduation rates will increase as measured through AERIES, SEIS, IEPs, ITPs, and one year out reporting by past students of their successes in post-secondary education access
3.
4.
5.

Quantifiable Standards of Improvement

(Align numbers with Strategies/Activities for Improvement.)

1. SEIS Individualized Transition Plans that address needs of students
2. SEIS, AERIES, California Dashboard showing increases in graduation rates as well as one year reporting of graduated students of their success in obtaining post secondary outcomes as reflected in their Individualized Transition Plans
3.
4.
5.

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before and after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

- Individualized Transition Plans from SEIS
- Supporting documentation of participation in WorkAbility1 including the array of services provided while in high school
- AERIES documentation of graduation

Element 14a: Post School Outcomes—Higher Education
2019–20 SEP
Page 6
VI. Placement of Forms in the SEP PDF

Place each required Element Form in numerical order (or alphabetical order thereafter for unnumbered Elements) after the LEA Identification Form. Save as one PDF document. If the LEA uses separate Root Cause Analysis and Improvement Forms, the placement of those forms should be directly after the corresponding Element Form.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP.<Targeted or Intensive>.

Local Educational Agency Name: Amador County Unified School District

2019–20 Special Education Plan
Element 14b: Post-School Outcomes—Higher Education or Competitively Employed

Element 14b: Post-School Outcomes—Higher Education or Competitively Employed corresponds to State Performance Plan Indicator (SPPI) 14b. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 14b: Post-School Outcomes—Higher Education or Competitively Employed, as shown on the LEA’s Annual Performance Report (APR) and on the 2019–20 Targeted Review Selection Data chart linked to the January 31, 2020, Annual Determination Notification.

Note: The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review). The LEA must address in its 2019–20 SEP every Element for which the Elements Requiring Review list shows “Yes” in the Review Required column.

I. Review of APR Data

SPPI 14 measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were: a) enrolled in higher education, b) enrolled in higher education or competitively employed, or c) enrolled in any higher education or in some other postsecondary education or training program or competitively employed or in some other employment.

SPPI 14: Post-School Outcomes accordingly is divided into three subparts (or categories) as follows:

a. Higher Education
b. Higher Education or Competitively Employed
c. Any Post-Secondary Education or Employment
SPPI 14 is a cumulative count. All students in category “a” are also in category “b,” and all students in category “b” are in category “c.” This Element Form focuses only on the first category (14b), responders that are enrolled in higher education or competitively employed.

Using the LEA’s APR data, complete the chart below for Element 14b: Post-School Outcomes—Higher Education or Competitively Employed.

<table>
<thead>
<tr>
<th>LEA Rate</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
<td>74.4%</td>
</tr>
</tbody>
</table>

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Historically, special education students were supported through the County Office of Education and their WorkAbility1 Grant. The LEA did not effectively address this area in the 2018-19 PIR plan.

- Employ a Workforce Development consultant to create a workforce training program. The Amador County Office of Education has employed a consultant to create a comprehensive program to support all SWDs in this area. This consultant will also support the Amador County Unified School District teachers and students by collaboration with and sharing of programs developed through the training program.

- Development of post-school Transition Fair where students can connect with community agencies and stakeholders who can support students with higher education and employment goals.

- Professional development for office staff on how to report post-school outcomes data on CALPADS.

Element 14b: Post-School Outcomes—Higher Education or Competitively Employed
2019–20 SEP
Page 2
III. Data and Analysis

In order to identify appropriate root causes for the LEA’s performance in relation to Element 14b: Post-School Outcomes—Higher Education or Competitively Employed, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA’s 2019–20 SEP for Element 14b: Post-School Outcomes—Higher Education or Competitively Employed. Analyze the selected data sources to find connections/relationships between the data and the LEA’s performance.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Check if Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Dashboard</td>
<td>x</td>
</tr>
<tr>
<td>Ed-data.org—Cohort Graduation</td>
<td>x</td>
</tr>
<tr>
<td>California Longitudinal Pupil Achievement Data System (CALPADS)</td>
<td>x</td>
</tr>
<tr>
<td>Annual Performance Report (APR)</td>
<td>x</td>
</tr>
<tr>
<td>Special Education Information System (e.g., SEIS, SIRAS, Welligent)</td>
<td>x</td>
</tr>
<tr>
<td>UC/CSU eligibility/enrollment Data</td>
<td></td>
</tr>
<tr>
<td>Transition Plans</td>
<td>x</td>
</tr>
<tr>
<td>Student Grades, Transcripts, Summary of Performance</td>
<td>x</td>
</tr>
<tr>
<td>Guidance Counselor Information</td>
<td>x</td>
</tr>
<tr>
<td>Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)</td>
<td></td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>x</td>
</tr>
<tr>
<td>Compliance Review Data (*Student Record Review, SELPA Governance Review)</td>
<td></td>
</tr>
<tr>
<td>Parent Input Data</td>
<td></td>
</tr>
<tr>
<td>Other (please state): WorkAbility1 Grant data of students served including service array and paid work placements</td>
<td>x</td>
</tr>
</tbody>
</table>
IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address the Element for students with disabilities and are they working as intended?

- Special Education Policies and Procedures need to be updated and strengthened to better outline supports for SWD
- Individualized Transition Plans (ITPs) need to be developed with student first focus and implemented throughout high school experience

V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA’s performance level specific to Element 14b: Post-School Outcomes—Higher Education or Competitively Employed. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

Note: The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Historically, students with disabilities have not been included in programs that support post-secondary education and guidance to the degree necessary for them to be successful. The Individualized Transition Plan (ITP) written for students did not sufficiently support needs for success in post-secondary enrollment in higher education nor did they adequately support ability to access jobs to be competitively employed.

Lack of Professional Development in Post School Outcomes

Element 14b: Post-School Outcomes—
Higher Education or Competitively Employed
2019–20 SEP
Page 4
Data Support and Background for Root Cause:

- Evaluation of school curriculum related to post-school transition planning
- Evaluation of WorkAbility1 Grant Follow Up data- Reporting year 2018-2019
- Evaluation of College rate in National Student Clearinghouse
- Evaluation of CALPADS reporting procedures

### Phase 1: Improvement Strategy Development

#### Strategies/Activities for Improvement

List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Professional development for teachers on implementation of Department of Rehabilitation support referrals, School Site College and Career programs, and transition support through WorkAbility1 program and Transition Specialists (Job Coaches)</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Professional development for office staff on how to report post-school outcomes data on CALPADS</strong></td>
</tr>
</tbody>
</table>

#### Resources Required

(Align numbers with Strategies/Activities for improvement.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Professional development, Transition Specialists, Job Specialists, WorkAbility1 Grant, California Department of Rehabilitation, Program Specialist</td>
</tr>
<tr>
<td>2.</td>
<td>Professional development, Transition Specialist/Job Coaches, Program Specialist</td>
</tr>
</tbody>
</table>

#### Title of Person(s) Responsible for Implementation

(Align numbers with Strategies/Activities for improvement.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>- Instructional Coach for SPED (Teacher on Special Assignment-SPED) - Program Specialist - Transition Specialist/Job Coach - School Site College and Career Center - School Counselor</td>
</tr>
<tr>
<td>2.</td>
<td>- Transition Specialist/Job Coach - Director of Special Education - County Program Director - Program Specialist</td>
</tr>
</tbody>
</table>

#### Start Date

(Align numbers with Strategies/Activities for Improvement.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>2.</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

Element 14b: Post-School Outcomes—Higher Education or Competitively Employed

2019–20 SEP

Page 5
Phase 2: Monitoring of Improvement

Expected Outcome(s)

1. Staff development and increased referrals to California Department of Rehabilitation, school site college and career programs, and understanding of support provided by WorkAbility1 program and Job Coaches
2. Staff development and increased response rate due to understanding of reporting procedures

Methods of Measurement

1. Professional development attendance, referral lists, AERIES access list, WorkAbility1 array of services by student, college and career program visit lists (in person/virtually)
2. Professional development attendance, WorkAbility1 data for Follow Up, CALPADS data for post school survey

Quantifiable Standards of Improvement

1. Increase in secondary transition goals and post-school outcomes for students in higher education/competitively employed
2. Increase in secondary transition goals and post-school outcomes for students in higher education/competitively employed

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms)
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

<table>
<thead>
<tr>
<th>SEP Team Monitoring Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>• January 25, 2021</td>
</tr>
<tr>
<td>• April 25, 2021</td>
</tr>
<tr>
<td>• June 2021-WorkAbility1 Data submitted for Follow Up of school exiters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEP Team Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• June 2021-WorkAbility1 Data submitted for Follow Up of school exiters</td>
</tr>
<tr>
<td>• June 2021-College Going rate data from 2019 National Student Clearinghouse</td>
</tr>
<tr>
<td>• Individualized Transition Plans</td>
</tr>
<tr>
<td>• CALPADS</td>
</tr>
</tbody>
</table>

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required Element Form in numerical order (or alphabetical order thereafter for unnumbered Elements) after the LEA Identification Form. Save as one PDF document. If the LEA uses separate Root Cause Analysis and Improvement Forms, the placement of those forms should be directly after the corresponding Element Form.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP–<Targeted or Intensive>.

Element 14b: Post-School Outcomes—Higher Education or Competitively Employed
2019–20 SEP
Page 7
Special Education Plan
Assurances Form

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA Name)</th>
<th>AMADOR COUNTY UNIFIED SCHOOL DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>County/District Code</td>
<td>0 3 7 3 9 8 1</td>
</tr>
<tr>
<td>Program Administrator</td>
<td>KATHRYN BROWN</td>
</tr>
<tr>
<td>Phone</td>
<td>209-257-5306</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:KATHRYN.BROWN@ACUSD.ORG">KATHRYN.BROWN@ACUSD.ORG</a></td>
</tr>
</tbody>
</table>

Local Educational Agency Certification and Assurance

The LEA certifies that it will submit a Special Education Plan by December 15, 2020, to build LEA capacity and to improve LEA performance/compliance for the identified unmet Elements/indicators. The LEA certifies that it will complete relevant meetings for the purpose of identifying issues pertaining to Special Education Plan data and will complete all activities identified in the Special Education Plan by the dates specified in the Special Education Plan or June 30, 2021, whichever occurs first. The LEA assures compliance in the implementation of the Individuals with Disabilities Education Improvement Act, accompanying regulations, and state special education laws and regulations.

KATHRYN BROWN
(209) 257-5306
kathryn.brown@acUSD.org

KATHRYN BROWN
Director of Special Education
SELPA Director
01/30/2021

Special Education Local Plan Area Certification and Assurance

The Special Education Local Plan Area (SELPA) certifies that a Special Education Plan, completed by the LEA with participation of the SELPA, will be reviewed and submitted by the SELPA to the California Department of Education, along with the required SELPA checklist, by December 15, 2020, and assures compliance in the implementation of the Individuals with Disabilities Education Improvement Act, accompanying regulations, and state special education laws and regulations.

KATHRYN BROWN
(209) 257-5306
kathryn.brown@acUSD.org

KATHRYN BROWN
SELPA Director
01/30/21

Page 1 of 2
Special Education Plan
Assurances Form
Submission Information

The following required Special Education Plan documents shall be submitted to the California Department of Education (CDE) by the following due dates:

Assurances Form, due March 16, 2020
Special Education Plan, due December 15, 2020

The LEA must submit the required Assurances Form and Special Education Plan documents to the SELPA for review. The SELPA may notify its respective LEAs of earlier dates by which each LEA must submit the Assurances Form and the Special Education Plan to the SELPA for review.

The SELPA will send each of its LEA’s Assurances Form, Special Education Plan documents and the required SELPA checklist to: TargetedMonitoring@cde.ca.gov or IntensiveMonitoring@cde.ca.gov.

If there are any questions, please contact the Focused Monitoring and Technical Assistance Unit Consultant representing your region and your monitoring level or:

Jack Brimhall, Administrator, FMTA I
Intensive Monitoring Unit
California Department of Education
Special Education Division
1430 N Street, Suite 2401
Sacramento, CA 95814
916-445-1056

James Johnson, Administrator, FMTA III
Targeted Monitoring Unit
California Department of Education
Special Education Division
1430 N Street, Suite 2401
Sacramento, CA 95814
916-327-4218

Donna DeMartini, Administrator, FMTA II
Targeted Monitoring Unit
California Department of Education
Special Education Division
1430 N Street, Suite 2401
Sacramento, CA 95814
916-445-4632

Jack Brimhall, Administrator, FMTA IV
Intensive Monitoring Unit
California Department of Education
Special Education Division
1430 N Street, Suite 2401
Sacramento, CA 95814
916-445-1056
June 9, 2021

Amy Slavensky, Administrator
Amador County Unified School District
217 Rex Avenue
Jackson, CA 95642-2020

Dear Administrator Slavensky:

Subject: 2019–2020 Special Education Plan Successful Submission

This letter acknowledges the California Department of Education (CDE), Special Education Division’s receipt of Amador County Unified School District’s 2019–2020 Special Education Plan (SEP). The CDE has reviewed the SEP and the SEP is successfully submitted.

If you have any questions, please contact Lynne Boone, Education Programs Consultant, Focused Monitoring and Technical Assistance Unit II by e-mail at LBoone@cde.ca.gov.

Sincerely,

Donna DeMartini

Donna DeMartini, Administrator
Focused Monitoring and Technical Assistance Unit II
Special Education Division

cc:  Kathryn Brown, Director of Special Education, Amador County Unified School District and Director, Amador County Special Education Local Plan Area
    Central File
Background Information

This contract is necessary in order to evaluate current programs and systems throughout the ACUSD and ACOE special education programs. West Ed will do a deep dive into programs and provide specific recommendations to support the review process ACUSD and ACOE are currently under. A presentation by the West Ed staff will be provided to better explain the scope of work needed to meet our long-term needs.

Fiscal Implications

$35,000 pro-rated between ACUSD and ACOE.

Recommendation

Superintendent Gibson recommends approving this.

Presented by

Torie Gibson, Superintendent

Supporting Documents

- West Ed powerpoint
- WestEd Special Ed Review Overviewv2
- Amador County USD Special Education Review SOW V2

Quick Summary / Abstract

This contract is necessary in order to evaluate current programs and systems throughout the ACUSD and ACOE special education programs. West Ed will do a deep dive into programs and provide specific recommendations to support the review process ACUSD and ACOE are currently under. A presentation by the West Ed staff will be provided to better explain the scope of work needed to meet our long-term needs.
WestEd’s Review of Special Education Programs and Services
Amador County Unified School District
October 6, 2021
1. Collection and analysis of data from focus groups, interviews, and surveys from district stakeholders to assess appropriateness and effectiveness of the District’s staffing and organization.

2. Collect and analyze to assess efficiency and effectiveness of the District’s staffing and organizational structure.
Task 1: Collection and analysis of data from focus groups, interviews, and surveys from district stakeholders to assess appropriateness and effectiveness of the District's staffing and organization.

1. Does the overall organizational structure and its functionality meet the needs of all students?

2. Is the current structure of special education services optimal for ensuring improved outcomes for students receiving special education support and services?

3. Is the level and type of administrative staff and special education services staff appropriate to meet District and student goals and objectives?

4. Are the policies and practices for hiring, staffing ratios, position control and resource, human and fiscal alignment designed and implemented for effectiveness and efficiency?
1. In what areas does the functionality of the organizational structure indicate that there are inconsistencies within the district that may contribute to ineffectiveness and inefficiency?

2. In what areas are there inconsistencies within the District’s staffing levels that may contribute to ineffectiveness and inefficiency?

3. What recommendations could be made for changes or improvements to the District’s organizational structure, processes, procedures, staffing, special education, maintenance of effort to increase/maximize efficiency and effectiveness of educational programs and student outcomes and contribute to the overall fiscal stability of the District?
Mixed methods methodology

Quantitative:
Enrollment
Achievement
Compliance
Personnel

Qualitative:
Interviews
Focus groups
Surveys
Multiple Opportunities for Stakeholder Input

Surveys
- District Administrative staff
- School/District level staff
- Itinerant staff
- Parents/family members

Focus Groups-Possible Groupings
- District Administrators
- Site Administrators
- General Education teachers
- Special Education teachers
- Related service personnel (speech, OT/PT)
- Paraprofessionals
- Parents/family members
- Students

School observations
- Short classroom walkthroughs
- Interviews with principals

Data Analysis (including but not limited to):
- ACUSD data
- Special Education Indicator Data (Annual Performance Reports)
- ACUSD Strategic Plans
- Other:
Quantitative Data Analysis:

- Data will be compared with data from selected comparison district when available. Data for analysis will include, but is not limited to:
  - Special Education Child Count
  - Education Environment data (LRE)
  - Statewide Assessment data for Students with Disabilities Subgroup and All Students
  - School Dropout Rates for Students with IEPs
  - Out-of-District Special Education Placements
  - Dispute Resolution Data
  - LEA fiscal data including special education personnel data
Comparison Districts

- Select districts of similar size and demographics:
  - Enrollment
  - Ethnic makeup
  - Special education services

- Types of data compared:
  - Publicly available data:
    - Demographics
    - CDE Dashboard data
    - Special education indicator data
    - Personnel data

- Are there districts that you frequently compare your district to?
Questions

What questions do you have?
Next Steps

District:
- Review and edit tasks and review questions,
- Review and edit surveys,
- Develop timeline for administration of surveys, onsite visits, and check in calls
- Review data request and submit data to the Box file (private link)
Review of Special Education Programs and Services

Process Overview

Introduction to WestEd

WestEd is a preeminent educational research, development, and service organization with over 800 employees and 15 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. The agency’s mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations at all levels, playing key roles in facilitating the efforts of others and in initiating important new improvement ventures.

It is not by chance that WestEd has been chosen to provide an evaluation, technical assistance, or professional development to improve the effectiveness or efficiency of special education programs in more than 300 schools, school districts, state education agencies across the country.

Special Education Review Process

WestEd does not have a one size fits all districts and states special education review process. What we do have are key components/tasks for each review that can be tailored to the specific needs of the district or state.

General Summary

WestEd follows well developed and firmly established project management procedures that ensure projects stay within budget and produce high-quality, timely deliverables. We continuously monitor project plans which enables us to find and correct any challenges or deviations from the project plan as quickly and efficiently as possible. We regard open and ongoing communication with our clients with the highest priority.

WestEd will address and delineate the project scope by each of the tasks and assign staff with specific expertise to each task. We have assembled a team with extensive experience in special education, school finance, and evaluation. The project director will take overall responsibility for all tasks, and each team member will conduct data collection activities, review results, and provide support in the development of the final recommendations. WestEd will collect and analyze information that will assist the district in identifying the current status of their efforts to educate students with disabilities and implementing strategies to achieve a dependable, efficient, and cost-effective system that produces positive outcomes for students with disabilities.
WestEd staff will work first with district leaders to identify key evaluation questions for each task area and the expected outcomes of the study. We will employ multiple methods to provide a comprehensive and well-documented review of district’s special education services. We will collaborate with the District at all points along the way to ensure that we are reflecting district’s evolving needs.

Methodology Summary
In order to collect the information needed for this special education services program review, WestEd will use both quantitative and qualitative data collection methods. We propose to perform a combination of both on-site and off-site data collection activities to gather information effectively and efficiently. Off-site data collection will include a review of documents, review of existing special education data, online surveys, and possibly telephone interviews. On-site data collection will include school site visits, focus groups, and face-to-face interviews. It may also be necessary to review some documents while on-site, such as budgets, procedural manuals, and any student-related documents. All data will be summarized in preliminary and final reports, and recommendations that focus on cost-effective resources will be made based on the findings.

The following are descriptions of the variety of data collection methods frequently used:

School Site Visits: WestEd proposes to work with the district to provide a thorough review of the district’s special education services and a representative view of district’s special education services and to meet the goals and objectives of the review. We will collaborate with district staff to identify and select the specific classes and programs for review. We propose a sampling model that includes a selection of special education classrooms and programs to observe the service delivery model and continuum of service. The site visits will include classroom observations and possible interviews with site administrative personnel.

Individual Interviews: As part of the evaluation, WestEd proposes to conduct interviews with district and site administrators related to programmatic and structural issues. We will conduct individual and small group interviews (20-30 minutes in length), preferably face-to-face while on site visits, but if this is not possible some will be conducted by telephone. We also recommend that included in the school site visits will be brief interviews with teachers and service providers to primarily gather information for each task, to verify practices and whether such practices are consistent with any written policies or guidelines, and to clarify observational information. We will collaborate with district staff to arrange all site visits and will submit interview and classroom observation protocols for district approval.

IEP Reviews: WestEd, in collaboration with the district, will select a random sample of IEPs to determine the degree to which IEPs are configured for educational benefit and to examine the effectiveness and efficiency of services listed to meet IEP goals.

Online Surveys: The WestEd process typically engages in surveying the following groups: principals, special education teachers, special education paraprofessionals, related service providers, and
parents to solicit stakeholder input, to establish a broader district perspective, and to determine consistency of practice. To maximize impact, WestEd will develop survey items based on the information needed from each of the tasks. WestEd will administer the surveys by emailing a web link to the target populations (with email addresses provided by the district). Characteristics of the survey will be: user friendly (can be completed in 20 minutes or less), items will be linked to specific evaluation questions, common items across staff subgroups will allow for analysis of different perspectives (by job roles), and most items will use a forced-choice, four-point Likert scale.

**Focus Group Interviews:** The WestEd process typically conducts focus groups with the following job-alike personnel: paraprofessionals; related service providers (including school psychologists, speech therapists, occupational therapists, physical therapists, and nurses); special education teachers; site administrators; district administrators; and parents. We will work with the district to invite and recruit a representative sampling of individuals for each focus group. The parent focus group is recommended for the purpose of gaining deeper perspectives on the effectiveness of services provided to their children.

Data from interviews and focus groups will be compiled, analyzed, and summarized in the final report according to research-based qualitative content analysis procedures including coding of responses and categorization of emerging themes. The content analysis process allows for a more rigorous classification of text and narrative into controllable bits of data, so that WestEd can make valid inferences from the collected documents.

**Document Review:** The review team will conduct an Internet scan of publicly available documents on the district’s and California Department of Education websites. In addition, we propose that documents be identified and collected by the district and forwarded by mail or email to WestEd for off-site analysis. A partial list of documents that we typically included in the review includes:

- Special Education planning documents
- District’s written policies regarding special education, Section 504, and other accessibility policies
- Individualized Education Program plans (IEPs)
- Other district plans such as Response to Intervention or Positive Behavioral Interventions and Supports
- Due Process Hearing Files
- Budgets and Financial Documents
- Prior Internal or External Review Reports of Special Education Services
- Professional Development Plan
- Special Education Self-Review and Verification Reviews
- Special Education Staffing Documents
- State Monitoring Reports
- Information related to the evaluation of English learners suspected of having a disability and services for English learners with disabilities
Quantitative Data Analysis: Data will be downloaded from public access files available on the State and district websites. WestEd will collaborate with the district to acquire any other necessary data included in the analysis. As appropriate, data will be reported in descriptive statistics (frequencies, percentages, means). Data for analysis will include, but is not limited to:

- Special Education Child Count
- Education Environment data (LRE)
- Statewide Assessment data for Students with Disabilities Subgroup and All Students
- School Dropout Rates for Students with IEPs
- Out-of-District Special Education Placements
- Dispute Resolution Data

We will begin with an off-site document review of whatever relevant information is available from your district website and offices. Some possible sources of data are:

- Special education policies and procedures
- Written agreements with districts
- Organization charts and job descriptions
- Budget, revenue, and expenditure documents
- Internal planning documents
- Professional development plans and schedules

The WestEd project director will work closely with district administration to adjust the evaluation design and the methodology to meet the needs of the district. A pre-assessment process with district stakeholders is recommended to identify the specific tasks to be included within the scope of work for this study.

Staff will use qualitative methods to investigate more complex and sensitive topics that are not as easy to quantify or where quantification of the data would be inappropriate. We will employ descriptive methods when it is necessary to define data and to add to the construction of the model. Our staff will gain a variety of perspectives from multiple data sources including fiscal analyses; document reviews; online surveys; interviews with administrators, educators and staff; focus groups with educators and parents; classroom observations; and modified IEP reviews.

WestEd staff will then comprehensively review the data and share preliminary results with the district’s management team to ensure that we have explored and addressed all components. Staff will then produce a final report that includes findings, recommendations for each task area, and next steps for changes to the program if necessary.

Below is a sample schedule for a typical review however, the process is adaptable to fit the size and scope of any district.
# Sample Review Schedule of Activities

<table>
<thead>
<tr>
<th>Review Activities</th>
<th>Primary Responsibility</th>
<th>Deliverable</th>
<th>Timeline Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial planning meeting between WestEd and the District to reach agreements purpose, processes, evaluation questions, methodology and timelines</td>
<td>WestEd, The District</td>
<td>Meeting notes of conference calls about study questions, methodology, and timelines finalized</td>
<td>Within 10 days from start of award</td>
</tr>
<tr>
<td>Submit work plan</td>
<td>WestEd</td>
<td>Work Plan</td>
<td>Week 2</td>
</tr>
<tr>
<td>Schedule and make arrangements for site visits</td>
<td>The District, WestEd</td>
<td>Meeting notes with schedule</td>
<td>Weeks 3-4</td>
</tr>
<tr>
<td>Request documents for review</td>
<td>WestEd, The District</td>
<td></td>
<td>Week 3</td>
</tr>
<tr>
<td>Submit documents and data for review to WestEd</td>
<td>The District</td>
<td></td>
<td>Week 3 and ongoing</td>
</tr>
<tr>
<td>Review documents, data and summarize</td>
<td>WestEd</td>
<td>Preliminary document and data review</td>
<td>Weeks 3-7</td>
</tr>
<tr>
<td>Develop surveys/interview/focus group and data review protocols for the district’s review and approval</td>
<td>WestEd</td>
<td>Evaluation Instruments</td>
<td>Weeks 3-5</td>
</tr>
<tr>
<td>Finalize online surveys and protocols</td>
<td>WestEd</td>
<td>Draft online surveys</td>
<td>Week 7</td>
</tr>
<tr>
<td>Disseminate online surveys to teachers, parents, administrators</td>
<td>The District</td>
<td>Online surveys</td>
<td>Weeks 8-10</td>
</tr>
<tr>
<td>Conduct site visits, including interviews and focus groups</td>
<td>WestEd</td>
<td>Interviews, Focus groups</td>
<td>Week 12-18 (Proposed onsite 3 full days)</td>
</tr>
<tr>
<td>Qualitative analysis and write up of online surveys, interviews, focus groups, and document reviews</td>
<td>WestEd</td>
<td>Preliminary findings from interviews and focus groups to inform Tasks</td>
<td>Weeks 16-21</td>
</tr>
<tr>
<td>Discuss preliminary findings with the District</td>
<td>WestEd, The District</td>
<td>Minutes from meeting</td>
<td>Week 22</td>
</tr>
<tr>
<td>Finalize written report; share findings and recommendations with Board</td>
<td>WestEd, The District</td>
<td>Written report of findings and recommendations</td>
<td>Weeks 22-26</td>
</tr>
</tbody>
</table>

The contact for this proposal is Dona Meinders, can be reached at dmeinde@wested.org or phone 916.715.2468.
Amador County Unified School District (ACUSD)  
Amador County Office of Education (ACOE)  
Amador County SELPA (SELPA)  

Scope of Work  
Review of Special Education Supports and Services

Proposed Scope of Work
The Amador County Unified School District (ACUSD) and Amador County SELPA has requested a proposal for a review of data and information gathering on the outcomes for students receiving special education services in both LEAs under the SELPA. The outcome of this review will be the development of recommendations and next steps to support the efficient and effective design of supports and services for students receiving special education services. We would see this work falling into the following categories or tasks:

**Task 1** – Review and analysis of district and state data related to outcomes for students with disabilities for ACUSD, Amador County SELPA programs, and selected comparison districts.

**Task 2** – Collection and analysis of data from focus groups, interviews and surveys from district stakeholders to assess appropriateness and effectiveness of the District’s staffing and organization.

**Task 3** – Summarize findings and make recommendations.

However, after consultation with the ACUSD leadership, a customized task list and scope of work for specific areas of service or programs will be developed.

WestEd proposes addressing and delineating the work by each of the three possible tasks and assign staff with specific expertise to each task. We have assembled a team with extensive experience in special education and evaluation. The project director will take overall responsibility for all tasks, and each team member will conduct data collection activities, review results, and provide support in the development of the final recommendations. WestEd will collect and analyze information that will assist the ACUSD leadership by identifying recommendations focused on producing positive outcomes for students with disabilities.

We have identified a draft of the key questions for each task area of the study and will work with ACUSD leadership review and revise these questions and tasks as necessary to address the expected outcomes of the study. We will employ multiple methods to provide a comprehensive and well-documented review of the special education services across the ACUSD leadership. We will engage with the ACUSD leadership at all points along the way to ensure that we are reflecting the revolving needs of ACUSD leadership.
We will begin with an off-site document review of whatever relevant data and information is available. Staff will use qualitative methods to investigate more complex and sensitive inquiries that are not as easy to quantify or where quantification of the data would be inappropriate. We will employ descriptive methods when it is necessary to define data and to add to the construction of the model. Our staff will gain a variety of perspectives from multiple data sources including data and document reviews; online surveys; interviews with administrators, educators and staff; focus groups with educators and parents; classroom observations; and modified IEP reviews.

WestEd staff will then comprehensively review the data and share preliminary results with the ACUSD leadership team to ensure that we have explored and addressed all components. Staff will then produce a final report that includes findings, recommendations for each task area, and next steps for changes to the program if necessary.

For each task outlined below, we have provided a table highlighting sample study questions. If awarded, the project director will meet with the ACUSD leadership to tailor study questions to the district’s exact needs under each task. WestEd’s staff will partner with ACUSD leadership to inform and engage them in a meaningful and active way throughout the review process. Regular, ongoing meetings of the WestEd review team will provide a formal feedback loop whereby data can be collected, shared, examined, and refined. In between meetings, the audit team will use electronic media and face-to-face meetings to continue to inform each other and solicit valuable feedback.

**Table 1. Task 1 Study Questions**

<table>
<thead>
<tr>
<th>Task 1 Proposed Study Questions</th>
<th>Data Collection Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collection and analysis of data from focus groups, interviews, and surveys from district stakeholders to assess appropriateness and effectiveness of the District’s staffing and organization</strong></td>
<td>Document Review</td>
</tr>
</tbody>
</table>

1000 G Street, Suite 500 • Sacramento, California • 95814  t:916.492.4000 f:916.492.4002 • WestEd.org
### Amador County Unified School District (ACUSD)  
Amador County Office of Education (ACOE)  
Amador County SELPA (SELPA)  
Scope of Work  
Review of Special Education Supports and Services

<table>
<thead>
<tr>
<th>Task 2 Proposed Study Questions</th>
<th>Data Collection Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review Data to Identify Recommendations for Improved Effectiveness and Efficiency</strong></td>
<td>Document Review</td>
</tr>
<tr>
<td>WestEd will identify, review, and assess:</td>
<td>X</td>
</tr>
<tr>
<td>5. In what areas does the functionality of the organizational structure indicate that there are inconsistencies within the district that may contribute to ineffectiveness and inefficiency?</td>
<td>X</td>
</tr>
<tr>
<td>6. In what areas are there inconsistencies within the District’s staffing levels that may contribute to ineffectiveness and inefficiency?</td>
<td>X</td>
</tr>
<tr>
<td>7. What recommendations could be made for changes or improvements to the District’s organizational structure, processes, procedures, staffing, special education maintenance of effort to increase/maximize efficiency and effectiveness of educational programs and student outcomes</td>
<td>X</td>
</tr>
</tbody>
</table>

---

**Table 2. Task 2 Study Questions**

<table>
<thead>
<tr>
<th>Task 2 Study Questions</th>
<th>Data Collection Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the overall organizational structure and its functionality meet the needs of all students?</td>
<td>X</td>
</tr>
<tr>
<td>2. Is the current structure of special education services optimal for ensuring improved outcomes for students receiving special education support and services?</td>
<td>X</td>
</tr>
<tr>
<td>3. Is the level and type of administrative staff and special education services staff appropriate to meet District and student goals and objectives?</td>
<td>X</td>
</tr>
<tr>
<td>4. Are the policies and practices for hiring, staffing ratios, position control and resource, human and fiscal alignment designed and implemented for effectiveness and efficiency?</td>
<td>X</td>
</tr>
<tr>
<td>5. In what areas does the functionality of the organizational structure indicate that there are inconsistencies within the district that may contribute to ineffectiveness and inefficiency?</td>
<td>X</td>
</tr>
<tr>
<td>6. In what areas are there inconsistencies within the District’s staffing levels that may contribute to ineffectiveness and inefficiency?</td>
<td>X</td>
</tr>
<tr>
<td>7. What recommendations could be made for changes or improvements to the District’s organizational structure, processes, procedures, staffing, special education maintenance of effort to increase/maximize efficiency and effectiveness of educational programs and student outcomes</td>
<td>X</td>
</tr>
</tbody>
</table>
**Task 3: Summarize Findings and Make Recommendations**

Task 3 is essentially the completion of the final report, which will be shared with ACUSD leaders in draft form and revised jointly. The proposed report format is outlined below. In addition to the report WestEd proposes to prepare a corresponding presentation of findings and prioritized recommendations for use with the district and other stakeholders.

**Final Report Format**

The final report will include the following sections, to be determined in collaboration with ACUSD leadership:

- Executive Summary
- Project Overview
- District Data Overview
- Methodology of Onsite Data Collection
- Onsite Data Collection Findings
- Summary of Findings and Prioritized Recommendations

The report will contain graphs and charts including outcomes of surveys; interviews; focus groups and observations; demographic data; staffing; policy analyses; and a summary of District resources used in comparison to Districts with similar characteristics. Recommendations will be presented in a prioritized table, as well as narrative.

**Methodology for these tasks:**

**Online Surveys:** WestEd proposes surveying the following groups: principals, special education teachers, special education paraprofessionals, related service providers, and parents to solicit stakeholder input, to establish a broader district perspective, and to determine consistency of practice. To maximize impact, WestEd will develop survey items based on the information needed from each of the tasks. WestEd will work with ACUSD leadership to distribute the surveys by emailing a web link to the target populations (with email addresses provided by the district). Characteristics of the survey will be: user friendly (can be completed in 20 minutes or less), items will be linked to specific evaluation questions, common items across staff subgroups will allow for...
Amador County Unified School District (ACUSD)
Amador County Office of Education (ACOE)
Amador County SELPA (SELPA)

Scope of Work
Review of Special Education Supports and Services

analysis of different perspectives (by job roles), and most items will use a forced-choice, four-point Likert scale.

Focus Group Interviews: WestEd proposes conducting focus groups with the following job-alike personnel: paraprofessionals; related service providers (including school psychologists, speech therapists, occupational therapists, physical therapists, and nurses); special education teachers; site administrators; district administrators; parents; and students. We will work with the district to invite and recruit a representative sampling of individuals for each focus group. The parent focus group is recommended for the purpose of gaining deeper perspectives on the effectiveness of services provided to their children.

Data from interviews and focus groups will be compiled, analyzed, and summarized in the final report according to research-based qualitative content analysis procedures including coding of responses and categorization of emerging themes. The content analysis process allows for a more rigorous classification of text and narrative into controllable bits of data, so that WestEd can make valid inferences from the collected documents.

Document Review: The review team will conduct an Internet scan of publicly available documents on the district’s and Department of Education websites. In addition, we propose that documents be identified and collected by the district and forwarded by mail or email to WestEd for off-site analysis. A list of documents will be developed in collaboration with the ACUSD leadership.

Quantitative Data Analysis: Data will be downloaded from public access files available on the State and district websites. WestEd will collaborate with the district to acquire any other necessary data included in the analysis. As appropriate, data will be reported in descriptive statistics (frequencies, percentages, means). Data for analysis will include, but is not limited to:

- Special Education Child Count
- Education Environment data (LRE)
- Statewide Assessment data for Students with Disabilities Subgroup and All Students
- School Dropout Rates for Students with IEPs
- Out-of-District Special Education Placements
- Dispute Resolution Data

From this analysis, WestEd will provide the ACUSD leadership with specific recommendations that support maximizing organizational effectiveness and efficiency that aligns both human and fiscal resources to meet the needs of students with disabilities.
Timeline

The duration of this contract is anticipated to be a maximum six months from the start of the contract, given the scope of the work. Upon approval of the contract, the WestEd project director will work with the district staff to finalize the work plan, schedule, and deliverables. Table 3 details the activities for each task, with agency responsibilities, and proposed timelines.

Table 3. Review Schedule of Activities

<table>
<thead>
<tr>
<th>Review Activities</th>
<th>Primary Responsibility</th>
<th>Deliverable</th>
<th>Timeline Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial planning meeting between WestEd and the District to reach agreements</td>
<td>WestEd</td>
<td>Meeting notes of conference calls about study questions, methodology, and</td>
<td>Within 10 days from start of award</td>
</tr>
<tr>
<td>purpose, processes, evaluation questions, methodology and timelines</td>
<td>The District</td>
<td>timelines finalized</td>
<td></td>
</tr>
<tr>
<td>Schedule and make arrangements for site visits</td>
<td>The District</td>
<td>Meeting notes with schedule</td>
<td>Weeks 3-4</td>
</tr>
<tr>
<td>Submit documents and data for review to WestEd</td>
<td>The District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review documents, data and summarize</td>
<td>WestEd</td>
<td>Preliminary document and data review</td>
<td>Weeks 3-7</td>
</tr>
<tr>
<td>Develop surveys/interview/focus group and data review protocols for ACUSD’s</td>
<td>WestEd</td>
<td>Evaluation Instruments</td>
<td>Weeks 3-5</td>
</tr>
<tr>
<td>review and approval</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalize online surveys and protocols</td>
<td>WestEd</td>
<td>Draft online surveys</td>
<td>Week 7</td>
</tr>
<tr>
<td>Disseminate online surveys to teachers, parents, administrators</td>
<td>The District</td>
<td>Online surveys</td>
<td>Weeks 8-10</td>
</tr>
<tr>
<td>Conduct site visits, including interviews and focus groups</td>
<td>WestEd</td>
<td>Interviews Focus groups</td>
<td>Week 12-18 (Proposed onsite 3 full days)</td>
</tr>
<tr>
<td>Qualitative analysis and write up of interview focus groups and document reviews</td>
<td>WestEd</td>
<td>Preliminary findings from interviews and focus groups to inform Tasks</td>
<td>Weeks 16-21</td>
</tr>
</tbody>
</table>

1000 G Street, Suite 500 • Sacramento, California • 95814 • 916.492.4000 f:916.492.4002 • WestEd.org
Scope of Work
Review of Special Education Supports and Services

Review Activities | Primary Responsibility | Deliverable | Timeline Begin |
---|---|---|---|
Analysis and write up of online surveys | WestEd | Preliminary findings from online surveys to inform all tasks | Week 20 |
Discuss preliminary findings with the District | WestEd, The District | Minutes from meeting | Week 22 |
Finalize written report; share findings and recommendations with Board | WestEd, The District | Written report of findings and recommendations | Weeks 22-26 |

Fees/Budget

WestEd is proposing an all-inclusive price of $35,000.00, to be pro-rated between ACUSD and ACOE, with the following breakdown of activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interviews</td>
<td>(~10 Interviews)</td>
</tr>
<tr>
<td>2. Surveys</td>
<td>(2 Surveys)</td>
</tr>
<tr>
<td>a. School/District level staff</td>
<td></td>
</tr>
<tr>
<td>i. District Administrators</td>
<td></td>
</tr>
<tr>
<td>ii. Site Administrators</td>
<td></td>
</tr>
<tr>
<td>iii. General Education teachers</td>
<td></td>
</tr>
<tr>
<td>iv. Special Education teachers</td>
<td></td>
</tr>
<tr>
<td>v. Related service personnel (speech, OT/PT)</td>
<td></td>
</tr>
<tr>
<td>vi. Paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>b. Parents/family members</td>
<td></td>
</tr>
<tr>
<td>3. Focus Groups-Possible groupings-could be combined)</td>
<td>(5 Focus Groups TBD)</td>
</tr>
<tr>
<td>a. District Administrators</td>
<td></td>
</tr>
<tr>
<td>b. Site Administrators</td>
<td></td>
</tr>
<tr>
<td>c. General Education teachers</td>
<td></td>
</tr>
<tr>
<td>d. Special Education teachers</td>
<td></td>
</tr>
<tr>
<td>e. Related service personnel (speech, OT/PT)</td>
<td></td>
</tr>
<tr>
<td>f. Paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>g. Parents/family members</td>
<td></td>
</tr>
<tr>
<td>h. Students</td>
<td></td>
</tr>
</tbody>
</table>
### Amador County Unified School District (ACUSD)
### Amador County Office of Education (ACOE)
### Amador County SELPA (SELPA)

#### Scope of Work
**Review of Special Education Supports and Services**

<table>
<thead>
<tr>
<th>4. School observations (If appropriate)</th>
<th>TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Short classroom walkthroughs</td>
<td></td>
</tr>
<tr>
<td>b. Interviews with principals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Data Analysis (including but not limited to:)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ACUSD district data</td>
<td></td>
</tr>
<tr>
<td>b. Special Education Indicator Data (Annual Performance Reports)</td>
<td></td>
</tr>
<tr>
<td>c. District Strategic Plans</td>
<td></td>
</tr>
<tr>
<td>d. Other:</td>
<td></td>
</tr>
</tbody>
</table>
Amador County Unified School District (ACUSD)
Amador County Office of Education (ACOE)
Amador County SELPA (SELPA)
Scope of Work
Review of Special Education Supports and Services

**District Contact:**
Dr. Torie Gibson, Superintendent
Amador County Unified School District
217 REX AVENUE
JACKSON, CA 95642
torie.gibson@acusd.org

**County Office Contact:**
Dr. Steve Russell, Superintendent
Amador County Office of Education
217 REX AVENUE
JACKSON, CA 95642
rrussell@acusd.org

**SELPA Contact:**
Terry Crumpacker, Amador County SELPA Director
Amador County Unified School District
217 REX AVENUE
JACKSON, CA 95642
terry.crumpacker@acusd.org

**WestEd Contacts:**
Dona Meinders, Co-Project Director
Ann Hern, Co-Project Director
dmeinde@wested.org ahern@wested.org
916-715-2468
Background Information

The Special Education Technician receives general supervision from the Director of Special Education. The Special Education Technician is responsible for entry/journey/advanced level specialized and technical work as it relates to the collection, verification, and processing of information and data for the purpose of delivery of various special education services throughout the Amador Unified School District. The Special Education Technician is responsible for ensuring the accuracy of special education student information data in coordination with the District CALPADS technician for submission to the California Department of Education. Additional duties include the creation and monitoring of SEIS user accounts, running ongoing CALPADs Reports, creation of student SEIS records, processing transfer requests of student SEIS records between districts, and updating student SEIS records.

Fiscal Implications

$63,877.00 (General Fund)

Recommendation

Superintendent Gibson recommends approval by the Board of Trustees

Presented by

Terry Crumpacker, Director Special Education/SELPA

Supporting Documents

Special Education Technician

Quick Summary / Abstract

The Special Education Technician receives general supervision from the Director of Special Education. The Special Education Technician is responsible for entry/journey/advanced level specialized and technical work as it relates to the collection, verification, and processing of information and data for the purpose of delivery of various special education services throughout the Amador Unified School District. The Special Education Technician is responsible for ensuring the accuracy of special education student information data in coordination with the District CALPADS technician for submission to the California Department of Education. Additional duties include the creation and monitoring of SEIS user accounts, running ongoing CALPADs Reports, creation of student SEIS records, processing transfer requests of student SEIS records between districts, and updating student SEIS records.
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION TECHNICIAN

BASIC FUNCTION:

The Special Education Technician receives general supervision from the Director of Special Education. The Special Education Technician is responsible for entry/journey/advanced level specialized and technical work as it relates to the collection, verification, and processing of information and data for the purpose of delivery of various special education services throughout the Amador Unified School District. The Special Education Technician is responsible for ensuring the accuracy of special education student information data in coordination with the District CALPADS technician for submission to the California Department of Education. Additional duties include the creation and monitoring of SEIS user accounts, running ongoing CALPADs Reports, creation of student SEIS records, processing transfer requests of student SEIS records between districts, and updating student SEIS records.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
Receive, compile and report district-wide enrollment for Special Education students using various data sources, and other programs.

Receive, compile, and report district-wide enrollment for assigned Special Day Class, Resource Specialist Programs, and Designated Instructional and Related Services.

Receive, compile and report district-wide and county enrollment for Behavioral Intervention Programs and nonpublic schools. Assists the Special Education administrator with the Community Advisory Committee (CAC) meetings and updating/ordering Special Education forms.

Collects and compiles various records information, data, and files related to special education students; reviews and inputs information related to a student's Individual Education Programs (IEP).

Completes various reports required by the California Department of Education for the purposes of district monitoring including, but not limited to CALPADS Reports, DROP, EOY Report, Discipline Report, and Post Secondary Report.

Creates and monitors SEIS user accounts.

Creates, monitors, and updates student SEIS records, processes student records requests, and completes transfer requests of student records.

Provides SEIS technical assistance and training to district personnel (including administrators, teachers, and related service providers).

Utilizes various automated systems, i.e., SEIS, Aeries, Laserfiche, ESCAPE, and other systems for
the purpose of entering, and maintaining special education student records.

Interacts with administrators, teachers, parents, and others in order to answer questions, provide support, and provide information related to special education services.

Ability to train teachers and other personnel on technical software used by the department. Maintain regular and prompt attendance in the workplace.

**OTHER DUTIES:**
Perform related duties as assigned.
Special Education Technician - Continued

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**
- Office methods, practices, procedures, and equipment.
- District policies and procedures.
- Highly proficient in SEIS system, Microsoft Word, and Excel computer programs.
- Oral and written communication skills.

**ABILITY TO:**
- Learn and apply attendance accounting rules, regulations, and procedures
- Maintain accurate records
- Type at a speed of 50 wpm
- Perform mathematical calculations with speed and accuracy
- Communicate effectively, orally, and in writing
- Establish and maintain effective working relationships with staff, school officials, students, and parents
- Prioritize workload and meet set deadlines
- Follow verbal and written instructions
- Physical capability sufficient to perform job tasks
- Perform complex multi-tasking
- Learn quickly
- Handle difficult situations with poise
- Be highly organized
- Work cooperatively with other office staff
- Establish and maintain positive relationships with people
- Setup various databases using a computer
- Develop and maintain cooperative working relationships with those contacted in the course of work.
- Carry out oral and written directions; write and speak at a level sufficient to fulfill the duties to be performed for the position described.
EDUCATION AND EXPERIENCE:

Any combination of education and/or training and experience equivalent to the completion of the twelfth grade and three years of responsible and complex clerical work and record-keeping preferably in a school setting. 1\(\frac{1}{2}\) years experience as a Special Education Technician or equivalent experience. Two years of performance evaluations at the Exceeds Standards level. Demonstrated performance of a high degree of independence, analytical skills, and willingness for increased responsibilities, initiative, and ability to maintain a high level of interpersonal skills. Concurrence of both the Special Education Administrator and Director of Special Education/SELPA.

WORKING CONDITIONS:

ENVIRONMENT:
Indoor work environment

PHYSICAL DEMANDS:
Employees in this position must have/be able to:

- Enter data into a computer terminal/typewriter and operate standard office equipment.
- Sit for extended periods of time.
- See and read a computer screen and printed matter with or without vision aids.
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
- Lift and/or carry up to 25 lbs at waist height for short distances.
- Bend at the waist.
- Reach overhead, above the shoulders, and horizontally, grasp, push/pull.
- See, hear and speak with/without assistive devices sufficient to communicate effectively with others.
- Dexterity of hands and fingers.

Board Approved:
Union Group: CSEA #239
Salary Range: 30
Background Information

November is Native American Heritage Month, which was designated on August 3, 1990. Since then, Presidents have issued annual proclamations promoting this observance.

Amador County Unified School District honors and recognizes the Native American culture, traditions, heritage, art, and contributions of our students, parents and community members, and encourages all schools to commemorate the month of November with appropriate activities and programs.

Native Americans have made significant contributions to the world in government, industry, commerce, agriculture, science, literature, the arts, and many other fields.

Therefore, be it resolved by the Board of Trustees of the Amador County Unified School District, that November 2021 is designated as Native American Heritage Month and that all educational sites are encouraged to recognize the contributions of Native Americans through our curriculum and activities.

Fiscal Implications

None

Recommendation

The Superintendent recommends approval of the resolution declaring November 2021 as Native American Heritage Month.

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

Figure: Board Resolution ACUSD Native American Heritage Month 10-06-21

Quick Summary / Abstract

November is Native American Heritage Month, which was designated on August 3, 1990. Since then, Presidents have issued annual proclamations promoting this observance.

Amador County Unified School District honors and recognizes the Native American culture, traditions, heritage, art, and contributions of our students, parents and community members, and encourages all schools to commemorate the month of November with appropriate activities and programs.
BEFORE THE BOARD OF TRUSTEES OF
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
COUNTY OF AMADOR, STATE OF CALIFORNIA

RESOLUTION NO. ACUSD 21/22-009
RECOGNITION OF NATIVE AMERICAN HERITAGE MONTH

WHEREAS, During the month of November the United States celebrates Native American Heritage Month as a time to recognize the vibrant heritage, history, art, traditions, and contributions of Native Americans to the history and culture of the United States; and

WHEREAS, The American culture has been greatly influenced by the customs and traditions of Native Americans and their close relationship to the earth and all of its inhabitants; and

WHEREAS, Native Americans have made significant contributions to the world in government, industry, commerce, agriculture, science, literature, the arts, and many other fields; and

WHEREAS, The History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve states that the study of community, state, region, nation, and world must reflect the experiences of people of different racial, religious, and ethnic groups throughout the curriculum at every level; and

WHEREAS, President George H.W. Bush, in 1990, approved a joint resolution and proclaimed November to be National American Indian Heritage Month;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of the Amador County Unified School District, that November 2021 is designated as Native American Heritage Month and that all educational sites are encouraged to recognize the contributions of Native Americans through our curriculum and activities; and

BE IT FURTHER RESOLVED that this resolution be distributed to every school in the district.

PASSED AND ADOPTED by the members of the Board of Trustees of the Amador County Unified School District of the County of Amador, State of California, this 6th day of October, 2021.

__________________________________  __________________________________
Kandi Thompson     Deborah Pulskamp
President, Board of Trustees    Clerk, Board of Trustees
13. 7. Contract with Ray Morgan Company for Laserfiche Services (Mr. Critchfield)

Background Information

The District Office processes a large amount of paperwork each year and must follow document retention guidelines for prior-year paperwork. This leads to numerous boxes of paper being stored onsite which can be vulnerable to theft or fire. Document retention guidelines allow for electronic versions of documents to be stored indefinitely. This contract with Ray Morgan Company would allow the District Office to scan documents to a cloud-hosted server and store such documents indefinitely in a secure way, which would also free up much-needed space in the District Office. This contract also includes access to the Laserfiche software which automatically files documents as they are scanned in, which would save huge amounts of time for District Office personnel.

Fiscal Implications

Total cost of $27,414.00.

Recommendation

Superintendent Gibson recommends the Board approve the contract.

Presented by

Jared Critchfield, Assistant Superintendent, Business Services

Supporting Documents

Amador USD Laserfiche Quote Avante Cash Option June 29 2021

Quick Summary / Abstract

The District Office processes a large amount of paperwork each year and must follow document retention guidelines for prior-year paperwork. This leads to numerous boxes of paper being stored onsite which can be vulnerable to theft or fire. Document retention guidelines allow for electronic versions of documents to be stored indefinitely. This contract with Ray Morgan Company would allow the District Office to scan documents to a cloud-hosted server and store such documents indefinitely in a secure way, which would also free up much-needed space in the District Office. This contract also includes access to the Laserfiche software which automatically files documents as they are scanned in, which would save huge amounts of time for District Office personnel.
## Laserfiche Avante Software

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Code</th>
<th>Product Name</th>
<th>Product Description</th>
<th>Unit Price</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSE30</td>
<td>Laserfiche Avante Server for SQL</td>
<td>Laserfiche Avante Server for SQL Express with Workflow</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Express with Workflow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>MNF16</td>
<td>LF Named Full User</td>
<td>Includes Web Access, Mobile, Snapshot, Email, Forms Essentials.</td>
<td>$600.00</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>1</td>
<td>MCQ01</td>
<td>Quick Fields</td>
<td>Laserfiche Quick Fields is an automated data capture solution that automates</td>
<td>$595.00</td>
<td>$595.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>processing of documents by capturing</td>
<td>processing of documents by capturing data from various formats and sorting documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>data from various formats and</td>
<td>according to custom criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>MCQC3</td>
<td>QF Zone OCR and Validation</td>
<td>Quick Fields Add-on that Populates fields, identifies document types, creates</td>
<td>$2,794.00</td>
<td>$2,794.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>document names and makes indexing</td>
<td>document names and makes indexing decisions based on text extracted from</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>decisions based on text extracted</td>
<td>designated areas of a document. Includes pattern matching functionality for creating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>from designated areas of a document.</td>
<td>real expressions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Laserfiche Avante Software Total: $10,889.00

## Laserfiche Software Assurance Plan (LSAP) + Cloud Hosted Server

- 1 Year Of Support

---

Laserfiche, the Laserfiche logo, Avante, ProIT, Professional IT Solutions, and RMC are trademarks of Ray Morgan Company. © 2021 Ray Morgan Company.
## Laserfiche Software Assurance Plan (LSAP)

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Code</th>
<th>Product Name</th>
<th>Product Description</th>
<th>Unit Price</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSE10B</td>
<td>LSAP - Laserfiche Avante Server for SQL Express with Workflow</td>
<td></td>
<td>$375.00</td>
<td>$375.00</td>
</tr>
<tr>
<td>10</td>
<td>MNF16B</td>
<td>LSAP Named Full User</td>
<td>LSAP Named Full User</td>
<td>$150.00</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>1</td>
<td>MCQ01B</td>
<td>LSAP Quick Fields</td>
<td>LSAP Quick Fields</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>1</td>
<td>MCQC3B</td>
<td>LSAP QF Zone OCR and Validation</td>
<td>LSAP QF Zone OCR and Validation</td>
<td>$700.00</td>
<td>$700.00</td>
</tr>
<tr>
<td>1</td>
<td>CC-ProPlus</td>
<td>Docs-on-the-Cloud Professional Plus - 1 Yr</td>
<td>Docs-on-the-Cloud Professional Plus - RAM: 15.25 GB; CPU: 6.5 EC2 Compute Unit 2 Virtual Cores; 64-bit platform; 150 GB Storage; OS: Microsoft (Note: Additional storage sold at 100GB increments, includes 100GB Backups - $540 per year)</td>
<td>$4,800.00</td>
<td>$4,800.00</td>
</tr>
</tbody>
</table>

**Laserfiche Software Assurance Plan (LSAP) Total:** $7,525.00

## Professional IT Services

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Product Name</th>
<th>Product Description</th>
<th>Unit Price</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>LF Installation Services</td>
<td>Laserfiche Installation and Project Planning</td>
<td>$225.00</td>
<td>$3,150.00</td>
</tr>
<tr>
<td>6</td>
<td>LF Training</td>
<td>Laserfiche Training - End User, Admin, and Quick Fields</td>
<td>$225.00</td>
<td>$1,350.00</td>
</tr>
<tr>
<td>20</td>
<td>LF Development Services</td>
<td>20 Hour Block Time: Student Records/CUME File Quick Fields Scanning Session Setup. Retention Notification Workflow: Automatic assignment of &quot;Retain Until Date&quot; based on retention period selected - Monthly email notification with a list of files that can be destroyed or moved to another retention period.</td>
<td>$225.00</td>
<td>$4,500.00</td>
</tr>
</tbody>
</table>

**Professional IT Services Total:** $9,000.00
This quote is valid for 30 days post issue. 100% of all licensing, software, hardware and/or Block Time to be invoiced and due upon signed Scope of Work. LSAP coverage starts upon signed Scope of Work. Subsequent billing will be based on milestones as defined in the Project Management Plan.

Payment terms for this order are NET10. ___________Initial here

Signature:_____________________________________________               Date:________________________
Name (Print):___________________________________________               Title:________________________

RMC SOFTWARE ORDER-TERMS AND CONDITIONS / PROIT SOFTWARE ORDER-TERMS AND CONDITIONS

The terms on this Software Order Form constitute the software purchase agreement between the purchaser and the seller. This is a binding order, not subject to cancellation. The Buyer grants to PROIT a security interest in the above described goods to secure payment of the purchase price. Buyer authorizes PROIT to file a UCC-1 Financing Statement, and authorizes PROIT, as Buyer's attorney-in-fact, to execute and file the financing statement. Buyer agrees to pay all of Professional IT Solutions (PROIT) costs in the collection of any amount due hereunder in the recovery of any property, pursuant hereto or in the enforcement of its right against Buyer, including reasonable attorney's fees, whether or not suit be brought. Customer agrees that in the event of any default of this agreement, PROIT may remove products affected by the default from customer's premises with or without process of law.

Payment terms are upon receipt of invoice (URI) unless otherwise specified. Late charges of 1.5% per month on the outstanding balance will be added if payments are not received within 15 days of the invoice date. The minimum late charge is $9.50. Late charges will not exceed the maximum permitted by law. Buyer agrees to pay seller a returned check charge of $25.00 per occurrence if any of buyer's checks are returned to seller unpaid. Upon default of any payment or any other aspect of this agreement, seller may, at its option, declare the entire outstanding balance immediately due and payable. Other than the obligations set forth herein, PROIT disclaims all warranties, express or implied, including any implied warranties of merchantability, fitness for use, or fitness for a particular purpose. PROIT shall not be responsible for direct, incidental, or consequential damages, including but not limited to damages arising out of the use or performance of the equipment or the loss of use of the equipment. PROIT shall be temporarily relieved of its obligation in the event that labor disturbance, acts of God, unavailability of product, or other circumstances beyond PROIT's control prevent PROIT from fulfilling the terms of this agreement. No goods may be returned without PROIT's approval or prior written consent. A) Only consumable goods invoiced within 60 days will be considered for return. B) On authorized returns, buyer agrees to pay a restocking charge equivalent to 30% of the purchase price. C) Merchandise returned without authorization may not be accepted at the receiving dock and is the sole responsibility of the buyer. D) All non-saleable merchandise (that has been partially used or opened) will be deducted from any credit amount due the buyer. All claims regarding shipments and receipt of goods must be made within 7 days of delivery. Applicable taxes shall be added to the purchase price unless the customer has supplied a tax exemption or resale certificate (prior to shipment) acceptable to the proper
taxing authorities.

I acknowledge the above stated Terms & Conditions: ___________________________ Date: _________________