AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, June 9, 2021
ACUSD Closed Session – 5:00 PM
ACUSD Open Session – 5:30 PM
ACOE Open Session Immediately Following the ACUSD Meeting

Meeting Location: Amador County Building, 810 Court Street, Jackson, Remote meeting via Zoom for public access.

NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and following the meeting recorded audio will be available on our website.
Zoom offers closed captioning during live conferences for disabled persons.
To access the meeting online join the Zoom meeting via Join Zoom Meeting
https://us02web.zoom.us/j/84238980255?pwd=MmNBWIQ3T29PZIdBOFNYaFp3ejRBQT09
Meeting ID: 842 3898 0255
Passcode: 60921
One tap mobile
+16699009128,,84238980255#,,,,*60921# Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

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 demi.wright@acusd.org.

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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.

1.0 CALL TO ORDER

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]
2.0 BOARD MEMBERS
[ ] Kandi Thompson, Board President
[ ] Deborah Pulskamp, Board Clerk
[ ] James Marzano
[ ] Julia Burns
[ ] James Whitaker
[ ] Ian McMahan, Amador High School, Student Board Member
[ ] Kate Johnson, Argonaut High School, Student Board Member

3.0 ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4.0 PLEDGE OF ALLEGIANCE

5.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

6.0 PUBLIC COMMENTS ON CLOSED SESSION

7.0 CLOSED SESSION
7.1 Minutes 5-26-21
7.2 Teleconference with Legal Counsel – Existing Litigation. Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9. Significant Exposure to Litigation: one potential lawsuit. OAH Case Number 2021040696 (Dr. Slavensky)

8.0 RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

9.0 PRESENTATION AND RECOGNITION (Approximately 30 minutes)
9.1 School Spotlight: Plymouth Elementary School (Mr. Vicari)
This Spotlight on Schools presentation features Plymouth Elementary School with Principal Joe Horacek. The presentation will provide an overview of the school’s unique attributes and outstanding accomplishments.

10.0 EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)
10.1 Amador County Teachers Association (ACTA) (Mr. Hunkins)
10.2 California School Employees Association (CSEA) (Ms. Cramer)

11.0 PUBLIC COMMENTS (Approximately 30 minutes)
Public comments regarding Discussion/Action Items will be addressed during this time. Due to Zoom limitations, all public comments should be addressed at this time. 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.

12.0 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.

12.1 Minutes
12.1a Board Meeting 5-26-21
12.2 **Personnel** (Mr. Vicari)
12.2a Current Personnel Recommendations

12.3 **Business** (Mr. Critchfield)
12.3a Warrants issued between: 5/16/21 – 5/31/21

12.4 **Miscellaneous**
12.4a Fieldtrip Request, Plymouth Elementary School (Pending COVID Restrictions)

13.0 **DISCUSSION/ACTION ITEMS**

13.1 **Public Hearing: 2021-2024 Local Control Accountability Plan (LCAP)** (Approximately 5 minutes) (Mr. Snider)
California Statute requires that before a Local Educational Agency (LEA) considers adoption of the LCAP or an annual update to the LCAP, the LEA shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP. 12

13.2 **2021-2024 Local Control Accountability Plan (LCAP) First Reading – Discussion/Action** (Approximately 30 minutes) (Mr. Snider)
The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. California statute requires that before a local educational agency (LEA) considers adoption of the LCAP or an annual update to the LCAP, the LEA shall, hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP, and adopt the LCAP or an annual update to the LCAP in a public meeting. The approval process for the LCAP begins with a public hearing and first reading, followed by a public comment period, and culminates with a second reading and final approval at a subsequent meeting. 13

13.3 **Public Hearing: 2021-22 Annual Budget** (Approximately 5 minutes) (Mr. Critchfield)
The Local Control Funding Formula (LCFF) was enacted in fiscal year 2013-14. One of the requirements of LCFF is for Amador County Unified School District to hold a public hearing prior to the final adoption of the budget. 138

13.4 **2021-2022 Annual Budget Presentation – Discussion** (Approximately 15 minutes) (Mr. Critchfield)
Amador County Unified School District is required by law to adopt a budget by June 30 of each year in order to authorize the expenditure of funds. The District has held a Public Hearing during this meeting (Agenda Item 13.3) to allow public input on the proposed budget. Any revisions from the date of the Public Hearing will be presented in the final budget presentation on June 23, 2021. 139

13.5 **ACTA /ACUSD Contract – Special Education – Discussion/Action** (Approximately 12 minutes) (Mr. Vicari)
On November 1, 2020, the Mild/ Moderate Special Education teachers transferred from the Amador County Office of Education (SEAC bargaining unit) to the Amador County Unified School District (ACTA bargaining unit). The contract language from the SEAC contract pertaining specifically to the Mild/ Moderate teachers has been added to the ACTA contract. The revisions are indicated in red font in the body of the contract. 162
The most recent salary increase for teachers became effective on January 1, 2018. Since that time, the District has done an outstanding job of restoring and maintaining fiscal health. The recommended certificated salary schedule is a move to achieve salary levels that are closer to that of comparable school districts and competitive to recruit and retain teaching staff when vacancies occur.

The recommended Classified employee salary schedule has been restructured to reflect current changes to the minimum wage hourly rate and modify the schedule to reflect the current placement of employees. The most recent salary increase for Classified employees became effective on January 1, 2018. Since that time, the District has done an outstanding job of restoring and maintaining fiscal health. The recommended Classified salary schedule increases Classified salary levels that are closer to that of comparable school districts.

The most recent salary increase for unrepresented Confidential employees became effective on January 1, 2018. Since that time, the District has done an outstanding job of restoring and maintaining fiscal health. The recommended Confidential salary schedule increases Confidential salary levels that are closer to that of comparable school districts.

The most recent salary increase for school and district administrators became effective on January 1, 2018. Since that time, the District has done an outstanding job of restoring and maintaining fiscal health. The recommended administrative salary schedule is a move to achieve salary levels that are closer to that of comparable school districts and competitive to recruit and retain administrative staff when vacancies occur.

All recommended job descriptions are included in the Board approved Expanded Learning Opportunities Grant and/or LCAP.

An early retirement incentive is a way for the district to honor its veteran employees along with saving the district money on employee compensation moving forward. The district last offered a retirement incentive at the end of the 2019-20 fiscal year. Prior offers have been for a total of three years while this offer is a one-time cash contribution equivalent to 3% of the employee’s annual salary paid on or before June 30, 2021. The district expense for this incentive will be accounted for in the 2020-21 fiscal year while the potential savings will be rendered in the 2021-22 fiscal year.
13.12 **Certificated Retirement Incentive – Discussion/Action** (Approximately 15 minutes)  
(Mr. Critchfield)  
An early retirement incentive is a way for the district to honor its veteran employees along with saving the district money on employee compensation moving forward. The district last offered a retirement incentive at the end of the 2019-20 fiscal year. Prior offers have been for a total of three years while this offer is a one-time cash contribution equivalent to 3% of the employee’s annual salary paid on or before June 30, 2021. The district expense for this incentive will be accounted for in the 2020-21 fiscal year while the potential savings will be rendered in the 2021-22 fiscal year.

13.13 **Board Bylaw 9250: Remuneration, Reimbursement and Other Benefits – Discussion/Action**  
(Approximately 10 minutes) (President Thompson)  
On November 18, 2020, the Board of Trustees approved a new composition of the Amador County SELPA Governing Board to include the members of the ACOE/ACUSD Board of Trustees, the District Superintendent and the County Office of Education Superintendent. While discussing this agenda item, the Board had related discussion to increase the remuneration of the Board due to the additional responsibility of serving on the SELPA Board. The Board approved a subcommittee to study this issue and bring back a recommendation to the full Board. Board Members Thompson and Marzano agreed to serve on this subcommittee with support from Superintendent Slavensky.

14.0 **REPORTS**
14.1 **Amador County Recreation Agency (ACRA) Update** (Board Member Marzano)  
14.2 **Report from Superintendent** (Dr. Slavensky)  
14.3 **Reports and Remarks from Board Members**

15.0 **NEXT MEETING**
ACUSD Regular Meeting: Wednesday, June 23, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will follow the ACOE Board of Trustees meeting.

16.0 **ADJOURNMENT**
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MINUTES
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, May 26, 2021
ACOE Open Session – 5:30 PM
ACUSD Open Session Immediately Following the ACOE Meeting

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One tap mobile +16699009128,,82594723637#,,,,*52621#
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1.0 CALL TO ORDER 6:33 PM

2.0 BOARD MEMBERS

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3.0  ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4.0  ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA
Dr. Slavensky moved agenda item 6.3 to the consent agenda as item 9.6.

5.0  COVID-19 HEALTH AND SAFETY UPDATE
5.1  Report from Dr. Kerr, Amador County Public Health Officer
Dr. Kerr provided an update on the status of the COVID-19 pandemic in Amador County that can be read here. The board held discussion asking Dr. Kerr a series of questions that can be listened to here.

5.2  Report from Dr. Slavensky, Superintendent
Dr. Slavensky provided an update on the status of the COVID-19 pandemic related to the schools. You can view the complete presentation here.

6.0  PRESENTATION AND RECOGNITION  (Approximately 30 minutes)
Mr. Vicari presented the Block A awards and recognized each student for their hours of community service.

6.1  Block “A” Awards (Mr. Vicari)
6.1a  Jamille Daneri
6.1b  Sam Bonini
6.1c  Anna Rose
6.1d  Natalie Silva
6.1e  Mallory Seyboldt
6.1f  Aaron Oneto
6.1g  Skyie Fuentes
6.1h  Kenneth Gouveia
6.1i  Mikayla Teague
6.1j  Benjamin Peterson
6.1k  Christopher Hermanson
6.1l  Nayely Franco-Aguayo
6.1m  Hailey Vasko
6.1n  Colton Clark
6.1o  Myah Hoyle
6.1p  Mia Huss
6.1q  Riley Leatherman
6.1r  Benjamin Bramer
6.1s  Keilawnee Landergen
6.1t  Andre King

6.2  Resolution: ACUSD 20/21-038 Developer Fee Increase (Mr. Critchfield)
Board Member Whitaker motioned to approve the resolution and Board Member Burns seconded the motion. The motion passed 4-0.

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6.3 **Resolution: ACUSD 20/21-039 Authorization to Make Transfers** (Mr. Critchfield)

7.0 **EMPLOYEE ORGANIZATIONS** (Approximately 20 minutes)

7.1 Amador County Teachers Association (ACTA) (Mr. Hunkins)
There was no report.

7.2 California School Employees Association (CSEA) (Ms. Cramer)
There was no report.

8.0 **PUBLIC COMMENTS** (Approximately 30 minutes)

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Julia Sierk, Amador High School Swim Coach, spoke about the impact of the current quarantine on two of her student-athletes.

9.0 **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. Board Member Whitaker motioned to approve the consent agenda and Board Member Burns seconded the motion. **The motion passed 4-0.**

9.1 **Minutes**
9.1a Board Meeting 5-12-21
9.1b Special Board Meeting 5-20-21

9.2 **Personnel** (Mr. Vicari)
9.2a Current Personnel Recommendations

9.3 **Business** (Mr. Critchfield)
9.3a Warrants issued between: 5/1/21-5/15/21

9.4 **Surplus**
9.4a Independence High School, 20 textbooks, Outdated
Independence High School, 1 Projector, Broken
Independence High School, 1 VCR, Broken
Independence High School, Document Camera, Broken

9.5 **Donations**
9.5a Argonaut High School, $11,800 donation from Catherine Vassar
9.5b Argonaut High School, 2 mountain bikes from Friends of Folsom
9.5c Pine Grove Elementary School, $1,300 Donation from Jackson Rancheria

9.6 **Resolution: ACUSD 20/21-039 Authorization to Make Transfers** (Mr. Critchfield)

10.0 **DISCUSSION/ACTION ITEMS**
10.1 **Expanded Learning Opportunities Grant – Discussion/Action** (Approximately 15 minutes)
(Mr. Snider)

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The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools that receive Expanded Learning Opportunities (ELO) Grant funds under California Education Code (EC) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the California Department of Education within five days of adoption. The plan must be updated to include the actual expenditures by December 1, 2022. Mr. Snider presented the plan and the board had discussion. Board Clerk Pulskamp motioned to approve the grant plant and Board Member Burns seconded the motion. **The motion passed 4-0.**

10.2 **CTE Grant Contract: Canvas Learning Management System (LMS) – Discussion/Action** (Approximately 15 minutes) (Mr. Snider)
Canvas’ LMS is an online digital classroom platform that is widely used by high schools, community colleges, and universities. Canvas LMS simplifies teaching and learning activities and organizes coursework. The proposed 9th-12th grade Work Experience Education / Work Based Learning curriculum will be housed within the Canvas platform. The lessons will be online modules designed for students to take throughout the year. ACUSD teachers and administrators will also be able to track standards-based improvement data regarding our students’ career awareness and career preparedness. Board Member Whitaker motioned to approve and Board Member Burns seconded the motion. **The motion passed 4-0.**

10.3 **CTE Grant Contract: Vivayik – Discussion/Action** (Approximately 15 minutes) (Mr. Snider)
Preparing the next generation of high-skilled, in-demand workers is important work. Vivayic consults, assists in strategic planning, and helps bring new programs to life for organizations and public agencies working on career education and workforce strategy. They help clients create assessment frameworks, conduct curriculum mapping exercises, evaluate current programs, and create or improve curriculum. Board Member Whitaker motioned to approve and Board Clerk Pulskamp seconded the motion. **The motion passed 3-1** with Board Member Burns voting no.

10.4 **Job Description: Instructional Assistant - Intervention – Discussion/Action** (Approximately 15 minutes) (Mr. Vicari)
The Intervention Instructional Assistant will provide instructional/intervention support in the classroom under the guidance of the Intervention Teacher. Board Member Burns motioned to approve and Board Member Marzano seconded the motion. **The motion passed 4-0.**

11.0 **REPORTS**

11.1 **Food Services Report** (Mr. Critchfield)
Food Services Director Mike Pingree highlighted that our food services team has served 120,813 breakfast to students and 141,731 lunches to all students this school year. Additionally, by partnering with the local foodbank, we distributed over 4,000 boxes of food to the community. Mr. Pingree mentioned that meals will be distributed to anyone under 18 years old throughout the summer all around the county. Breakfast and lunch will continue to be available at no cost for all students for the 2021-22 school year. Lastly, Mr. Pingree thanked his staff for going above and beyond to make sure all children received meals during the pandemic and for being flexible and providing delivered meals, curbside pick-up and in school meals throughout the year. Mr. Critchfield highlighted that not only is our Food Services Department offering high quality, they are also completely self-sustaining and do not require any funds from the general fund budget.

11.2 **Financial Update: Governor’s May Budget Revision** (Mr. Critchfield)
Mr. Critchfield highlighted slides from the Governor’s May Budget Revision presentation that can be reviewed [here](#) or listened to [here](#).

11.3 **Amador County Recreation Agency (ACRA) Update** (Board Member Marzano)
There was no ACRA report.

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[Government Code §54954.2]
11.4 **Report from Superintendent** (Dr. Slavensky)
Superintendent Slavensky did not have an additional report.

11.5 **Reports and Remarks from Board Members**
Board Member Whitaker mentioned that he recently attended a Boardwalk at Amador High School and received a wonderful overview of their Multi-tiered Systems of Support (MTSS) work. He saw a lot of student engagement in the classrooms. He was able to attend awards night at Adult Education and was impressed with the play care program that is offered completely free for adult students who need child care while they attend classes. Lastly, he thanked Demi Wright for all of her help that she has provided throughout the year.

Board Member Marzano recently attended a Boardwalk at Independence High School and was impressed to see how the staff and students were working together and using grant money.

Board Member Burns is attending three graduation ceremonies next week. She thanked all of the administrators for the extra work to submit plans that follow the CDPH guidelines so we all can be together outside for the ceremonies.

Board Clerk Pulskamp thanked Demi Wright for her assistance. She noted that she did not go on any Boardwalks during May but that she is now on summer vacation and plans on attending graduation ceremonies next week.

12.0 **PUBLIC COMMENTS ON CLOSED SESSION**
There were no public comments.

13.0 **CLOSED SESSION**
13.1 Minutes 5-12-21 & 5-20-21
13.2 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)
13.3 Release of Temporary and/or Probationary Certificated Employees ACUSD 19/20-023 (Government Code §54950 and §54957 and California Education Code Section 44954(b)) (Mr. Vicari)
13.4 Teleconference with Legal Counsel – Existing Litigation. Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9. Significant Exposure to Litigation: one potential lawsuit. OAH Case Number 2021040201 (Dr. Slavensky)

14.0 **RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION**
Board Clerk Pulskamp reported out that agenda item 13.1, Minutes, was unanimously approved; item 13.2, Negotiations with ACTA and CSEA, there was discussion and direction was given; item 13.3, Release of Temporary and/or Probationary Certificated Employees ACUSD, there was discussion and direction was given from the Board approving the release; and item 13.4, Teleconference with Legal Counsel, there was discussion and direction was given approving the settlement for OAH case number 2021040201.

15.0 **NEXT MEETING**
ACUSD Regular Meeting: Wednesday, June 9, 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.

16.0 **ADJOURNMENT**
9:31 PM

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[Government Code §54954.2]
DATE: June 9, 2021

AGENDA ITEM #: 12.2

SUBJECT:
Human Resources Consent Agenda for June 09, 2021

CURRENT PERSONNEL RECOMMENDATIONS

Certificated~ New Hire 2021-2022
George Peknik, intervention teacher, 1 FTE, Jackson Junior High

Certificated~ Voluntary Transfer 2021-2022
Taylor Wenske, elementary teacher, 1 FTE, Jackson Junior High to intervention teacher, 1 FTE, Argonaut High
Kayla Parker, elementary teacher, 1 FTE, Pine Grove STEM Magnet School to virtual elementary teacher, 1 FTE, Virtual Academy

Certificated~ Unpaid Leave of Absence 2021-2022
Tiffany Bramell, mild moderate teacher, Jackson Elementary

Certificated~ Summer School
Laura Tallia, high school teacher, Amador High School, June 7, 2021 to June 25, 2021

Coaches Spring 2020-2021 School Year
Amador High School
Christian Santinelli, Varsity Baseball
Stephen Hartmann, Junior Varsity Baseball
Jessica McCarty, Varsity Softball
Staci Bennallack, Junior Varsity Softball
Julia Sierk Zanze, Varsity Co-Ed Swim
Chris Fuller, Varsity Co-Ed Tennis
Robert Boyd, Varsity Boys Golf
Jeremiah Cloud, Varsity Co-Ed Tennis
Vance Mueller, Co-Varsity Girls Track (50%)
Karen Mulhair, Co-Varsity Girls Track (50%)
Argonaut High School
Mike Olivarria, Varsity Baseball
Steven Casillas, Junior Varsity Baseball
Justin White, Varsity Softball
Eric Bobkowski, Varsity Co-Ed Swim
Dan Klement, Varsity Co-Ed Tennis
Mike Alcoriza, Varsity Boys Golf
Matt King, Varsity Boys Track
Denise Ding, Co-Varsity Girls Track (33%)
Matt Hovey, Co-Varsity Girls Track (33%)
Scott Hunkins, Co-Varsity Girls Track (33%)

**Classified ~ Resignation**
Elizabeth Garbarini, Instructional Aide SPED, 6 hours/11 months, Ione Junior High, effective 6/5/2021

**Classified ~ Retirement**
Nancy Reano, Instructional Aide, 5.5 Hours, Amador High School, effective June 5, 2021
Anne Stewart, Senior Account Clerk, 8 Hours/12 months, District Office, effective July 1, 2021
Michelle Clifton, Bus Driver, 6.8 hours/11 months, Transportation, effective June 30, 2021
Deborah Thomas, Senior Account Clerk, 8 hours/12 months, District Office, effective July 1, 2021

**Classified ~ New Hire**
Gregory Barnes, Computer Technician, 8 Hours/12 months, Technology, effective June 10, 2021
Young Kim, Behavioral Intervention IA, 6 Hours/11 months, Plymouth Elementary, effective June 10, 2021

**Classified ~ Summer School June 7, 2021 Through June 30, 2021**
Barbara Putnam, Instructional Aide, 4.25 Hours, Sutter Creek Primary
Kelsey Newman-Lauder, Instructional Aide, 4.25 Hours, Sutter Creek Primary
Amber Garduno, Instructional Aide, 4.25 Hours, Sutter Creek Primary
Joan Iten, Instructional Aide, 4.25 Hours, Sutter Creek Primary
Danielle Hernandez, Instructional Aide, 5 Hours, Jackson Elementary
Andrea Hoover, Instructional Aide, 5 hours, Jackson Junior High
 Adrienne Rainwater, Instructional Aide, 5 Hours, Jackson Elementary
 Sandra Doyle, Instructional Aide, 5 Hours, Jackson Junior High
 Alicia Vega, Bilingual Aide, 4.25 Hours, Sutter Creek Primary

**RECOMMENDATION:**
Superintendent Slavensky recommends that the Board approves the Human Resources Consent Agenda.

**PRESENTED BY:**
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
### Warrants

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60057447 DEPARTMENT OF GENERAL SERV 40 5/27/2021 11,770.00
60057448 PADRE ASSOCIATES INC 40 5/27/2021 1,605.00

120,465.63

If there are any questions regarding any of the payments, please contact Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
AGENDA ITEM #: 13.1

SUBJECT:
Public Hearing: 2021-2024 Local Control Accountability Plan (LCAP)

BACKGROUND INFORMATION:
California Statute requires that before a Local Educational Agency (LEA) considers adoption of the LCAP or an annual update to the LCAP, the LEA shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP.

This public hearing provides an opportunity for all stakeholders to provide comments and feedback on the annual update to the 2019-2020 LCAP, the annual update to the 2020-2021 Learning Continuity and Attendance Plan, and the draft 2021-2024 LCAP.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends that the Board listen to public comments and have discussion.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Amador County Public Schools

JUNE 9, 2021

AGENDA ITEM #: 13.2

SUBJECT:
Local Control Accountability Plan (LCAP) – First Reading: Discussion/Action

BACKGROUND INFORMATION:
The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. California statute requires that before a local educational agency (LEA) considers adoption of the LCAP or an annual update to the LCAP, the LEA shall:

• Hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP.
• Adopt the LCAP or an annual update to the LCAP in a public meeting.
  o This meeting shall be held after, but not on the same day as, the public hearing.
  o This meeting must be the same meeting as that during which the governing board of the school district/COE adopts a budget.
  o This is also the same meeting at which an LEA reports the California School Dashboard local indicators.

The approval process for the LCAP begins with a public hearing and first reading, followed by a public comment period, and culminates with a second reading and final approval at a subsequent meeting.

There are three documents that make up the comprehensive LCAP that are included in the following order:

1. Budget Overview for Parents
2. Local Control Accountability Plan (LCAP) Annual Update and Learning Continuity and Attendance Plan Annual Update for ACUSD
3. Local Control Accountability Plan (LCAP) Amador County Unified School District - Amador County Office of Education

FISCAL IMPLICATIONS:
The LCAP must be approved and adopted prior to the annual budget being approved and adopted.

RECOMMENDATION:
The Superintendent recommends that the Board have discussion and declare a successful first reading.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

This chart shows the total general purpose revenue Amador County Unified School District / Amador County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Amador County Unified School District / Amador County Office of Education is $56,523,667, of which $41,637,176 is Local Control Funding Formula (LCFF), $7,503,385 is
other state funds, $3,258,743 is local funds, and $4,124,363 is federal funds. Of the $41,637,176 in LCFF Funds, $2,995,173 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Amador County Unified School District / Amador County Office of Education plans to spend $55,513,480 for the 2021-22 school year. Of that amount, $6,212,609 is tied to actions/services in the LCAP and $49,300,871 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The major expenditures not in the LCAP ($49,300,871) include employee salaries, health and welfare benefits, unrestricted operational costs such as utilities, property and liability insurance, routine maintenance, and other central services. Restricted costs not in the LCAP include Special Education, a portion of Title I, and other federal, state and private grants.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Amador County Unified School District / Amador County Office of Education is projecting it will receive $2,995,173 based on the enrollment of foster youth, English learner, and low-income students. Amador County Unified School District / Amador County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Amador County Unified School District / Amador County Office of Education plans to spend $2,494,220 towards meeting this requirement, as described in the LCAP.

The actions and services Amador County Unified School District/Amador County Office of Education are taking to meet their requirement to improve services for high needs students are explained in detail in the 2021-2024 LCAP. With all of the different revenue streams coming to school districts and county offices of education right now (some one-time and some ongoing), we are braiding funding sources and making the most efficient use of each in order to most effectively support the needs of our unduplicated pupils.
Examples include professional development focused on meeting the unique needs of our socioeconomically disadvantaged students, English learners, foster youth, and homeless students, increased funding for supplemental social-emotional materials, and AVID expansion to 12th Grade for college, career, and citizenship readiness support. AVID has been shown to assist with reducing the chronic absenteeism rate, reducing the suspension rate, increasing the graduation rate and rate of students "prepared" for the college/career indicator, and raising the achievement levels in English language arts and mathematics.

There are many supports in place specific to our English learner population such as bilingual aides with an additional 2 bilingual aides being added through the current LCAP, an English learner home-school liaison, English language development (ELD) supplemental materials and training, additional hours for bilingual aides to support students, and a half-time elementary principal to facilitate and oversee all things related to English learner supports.

Additional supports include intervention teachers at all elementary, junior high, and high schools, MTSS coordinators at all schools, after school intervention, summer school, TK/K aides, LCFF site allocations to support school initiatives to serve high needs students, elementary principals assigned to oversee various aspects of the MTSS supports, online programs such as Edgenuity and Illuminate, and additional technology to ensure all unduplicated pupils have the same access as their peers.

Funding for school counselors, social-emotional curriculum, student engagement activities such as WEB and LINK, family engagement activities, and significant support for arts education are also targeted for our unduplicated pupils.
**Update on Increased or Improved Services for High Needs Students in 2020-21**

This chart compares what Amador County Unified School District / Amador County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Amador County Unified School District / Amador County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Amador County Unified School District / Amador County Office of Education's Learning Continuity Plan budgeted $2,144,892 for planned actions to increase or improve services for high needs students. Amador County Unified School District / Amador County Office of Education actually spent $1,113,054 for actions to increase or improve services for high needs students in 2020-21.

The difference in budgeted versus actual expenditures can be attributed to the Learning Continuity and Attendance Plan. It is important to note that when this plan was developed, the guidance for budgeting was to not pinpoint exact dollar figures, but rather, to come up with our best estimates at the time. The total amount of funds budgeted were far greater than the actual allocations received. The difference between what was budgeted and the expenditures did not result in less services for high needs students.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Unified School District /</td>
<td>Sean Snider</td>
<td><a href="mailto:ssnider@acusd.org">ssnider@acusd.org</a></td>
</tr>
<tr>
<td>Amador County Office of Education</td>
<td>Assistant Superintendent, Educational</td>
<td>209.257.5334</td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
</tr>
</tbody>
</table>

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).
Goal 1
By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress, including increasing the number of students successfully completing college preparatory and career technical education (vocational) courses by 100%.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual School Accountability Report Card (SARC)</strong></td>
<td>State Priority 1A Teachers are appropriately assigned</td>
<td>Annual School Accountability Report Card (SARC)</td>
</tr>
<tr>
<td><strong>19-20</strong></td>
<td>100% of teachers fully credentialed All sites are rated “Good” or better. All students have access to the approved curriculum materials</td>
<td>19-20 100% of teachers fully credentialed. All sites are rated &quot;Good&quot; or better. All students have access to the approved curriculum materials.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% of teachers fully credentialed All sites are rated “Good” or better. All students have access to the approved curriculum materials</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Teacher Curriculum Mastery Survey – Self Reported</strong></td>
<td></td>
</tr>
</tbody>
</table>

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Amador County Unified School District / Amador County Office of Education
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Priority 2A</strong> Implementation of state board adopted academic and content performance standards for all students.</td>
<td></td>
</tr>
</tbody>
</table>
| **19-20** 15% increase in baseline will report mastery of CA Standards curriculum/pedagogy | **2019**  
"Mastery" of CA Standards- 12%  
"Very Confident" with CA Standards- 58%  
"Somewhat Confident" with CA Standards- 25%  
"Minimal Confidence" with CA Standards- 4%  
"Not at All Confident" with CA Standards- 0% |
| **Baseline** Establish 2017-2018 | |
|  
"Mastery" of CA Standards- 23%  
"Very Confident" with CA Standards- 41%  
"Somewhat Confident" with CA Standards- 33%  
"Minimal Confidence" with CA Standards- 2%  
"Not at All Confident" with CA Standards- 1% | |
| **Metric/Indicator CAASPP ELA** State Priority 4A Statewide assessments State Priority 8 Addresses pupil outcomes for the State adopted Courses of Study. | **CAASPP ELA (No testing in 2020: Spring 2019 scores)** |
| **19-20**  
All 56%  
SES 61%  
Non SES 67%  
SPED 25%  
EL 27%  
Male 47%  
Female 64%  
COE All 43%  
COE SPED 22% | **2019**  
All: 48%  
SED: 34%  
Non SED: 58%  
SPED: 15%  
EL: 21%  
Male: 41%  
Female: 54%  
COE All: 12%  
COE SPED: 8% |
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP MATH</td>
<td>Baseline: All 41% SES 46% Non SES 53% SPED 12% EL 12% Male 33% Female 49% COE All 28% COE SPED 7%</td>
<td>CAASPP Math (No testing in 2020: Spring 2019 scores)</td>
</tr>
<tr>
<td></td>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Actual</strong></td>
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<td></td>
<td>CAASPP MATH</td>
<td>CAASPP Math (No testing in 2020: Spring 2019 scores)</td>
</tr>
<tr>
<td></td>
<td>State Priority 4A Statewide assessments</td>
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<tr>
<td></td>
<td>State Priority 8 Addresses pupil outcomes for the State adopted Courses of Study.</td>
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<td><strong>Expected</strong></td>
<td><strong>Actual</strong></td>
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<td></td>
<td>CAASPP MATH</td>
<td>CAASPP Math (No testing in 2020: Spring 2019 scores)</td>
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<td>State Priority 4A Statewide assessments</td>
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<td></td>
<td>State Priority 8 Addresses pupil outcomes for the State adopted Courses of Study.</td>
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<tr>
<td></td>
<td>2019</td>
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<td></td>
<td>All: 32%</td>
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<td></td>
<td>SES: 21%</td>
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<td></td>
<td>Non SED: 40%</td>
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<td></td>
<td>SPED: 9%</td>
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<td></td>
<td>EL: 15%</td>
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<td></td>
<td>Male: 32%</td>
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<td></td>
<td>Female: 32%</td>
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<tr>
<td></td>
<td>COE All: 6%</td>
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<td></td>
<td>COE SPED: 4%</td>
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<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
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<tr>
<td>SES 17%</td>
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<tr>
<td>Non SES 37%</td>
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<tr>
<td>SPED 10%</td>
<td></td>
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<tr>
<td>EL 6%</td>
<td></td>
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<tr>
<td>Male 27%</td>
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<tr>
<td>Female 27%</td>
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<td></td>
</tr>
<tr>
<td>COE All 23%</td>
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<tr>
<td>COE SPED 4%</td>
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<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td><strong>ELPAC</strong></td>
<td></td>
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</tr>
<tr>
<td>State Priority 4D Increase percentage of English learner (EL) pupils who make progress toward English proficiency</td>
<td></td>
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</tr>
<tr>
<td>State Priority 4E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL classification rate</td>
<td></td>
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</tbody>
</table>

| **19-20**        |          |        |
| Percentage of English Learners making progress toward English proficiency as measured by CELDT (ELPAC) (increase by 2%) |          |        |
| Students Redesignated Fluent English Proficient (FEP) 27.5% |          |        |

| **Baseline**     |          |        |
| Students Redesignated Fluent English Proficient (FEP) 18.5% |          |        |

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A-G Completion</strong></td>
<td></td>
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<tr>
<td>(College Readiness)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Priority 4C/4G UC/CSU course requirement completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Priority 7A/7B Course access</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>----------------------------------------------</td>
</tr>
<tr>
<td><strong>A-G Completion</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 19-20                       | A-G Completion:  
Argonaut 28%  
Amador 51%  
EAP Readiness %  
Ready (Math) 14.7%  
Conditionally Ready (Math) 25.2%  
Ready (ELA) 29.8%  
Conditionally Ready (ELA) 43.9% | A-G Completion (2019-20)  
ACUSD: 25.1%  
Argonaut: 33.7%  
Amador: 31.3% |
| **Baseline**                | A-G Completion:  
Argonaut 13%  
Amador 36% |                                              |
<p>| <strong>Metric/Indicator</strong>        |                                               |                                              |
| <strong>AP 3 or better</strong>          |                                               |                                              |
| 19-20                       | ACUSD: 63%                                    | ACUSD: 40.2%                                |
| <strong>Baseline</strong>                | ACUSD: 48%                                    |                                              |
| <strong>Metric/Indicator</strong>        |                                               |                                              |
| <strong>CTE Pathway Enrollment and Completion</strong> |                                               |                                              |
| 19-20                       | 30%                                           | ACUSD CTE Pathway Completion: 19.8%          |</p>
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Attendance Rate and Chronic Absenteeism Rate:</strong>&lt;br&gt;State Priority 5A,B Pupil engagement</td>
<td>Attendance Rate and Chronic Absenteeism Rate</td>
</tr>
<tr>
<td><strong>19-20</strong></td>
<td><strong>Attendance Rate:</strong>&lt;br&gt;All 80%</td>
<td>Attendance Rate (2019-2020)&lt;br&gt;ACUSD: 94.02% *Through March 2020</td>
</tr>
<tr>
<td><strong>Chronic Absenteeism Rate:</strong> 12%</td>
<td></td>
<td>Chronic Absenteeism Rate (2019)&lt;br&gt;ACUSD: 12.7%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td><strong>Attendance Rate:</strong>&lt;br&gt;All 74%</td>
<td></td>
</tr>
<tr>
<td><strong>Chronic Absenteeism Rate:</strong> 18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>School Safety &amp; Connectedness (CHKS Data):</strong>&lt;br&gt;State Priority 6C School Climate (Engagement)</td>
<td>CHKS Data (Spring 2020)</td>
</tr>
<tr>
<td><strong>19-20</strong></td>
<td><strong>Elementary:</strong>&lt;br&gt;School Connectedness 77%&lt;br&gt;Caring Adult Relationships 75%&lt;br&gt;Meaningful Participation 26%</td>
<td>Elementary:&lt;br&gt;School Connectedness 68%&lt;br&gt;Caring Adult Relationships 65%&lt;br&gt;Meaningful Participation: 40%</td>
</tr>
<tr>
<td></td>
<td><strong>Secondary:</strong>&lt;br&gt;School Connectedness 63%</td>
<td>Secondary:&lt;br&gt;School Connectedness 53%</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Caring Adult Relationships</strong></td>
<td>48%</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Meaningful Participation</strong></td>
<td>30%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td><strong>Elementary:</strong> School Connectedness 62% Caring Adult Relationships 60%</td>
<td>Meanings Adult Relationships 33%</td>
</tr>
<tr>
<td><strong>Secondary:</strong></td>
<td>School Connectedness 48% Caring Adult Relationships 33% Meaningful Participation 15%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Suspension Rates</strong></td>
<td>*<em>Suspension Rates (2019-2020) <em>Through March 2020</em></em></td>
</tr>
<tr>
<td><strong>State Priority 6A School Climate (Engagement)</strong></td>
<td>19-20 All 2.5% SES 2.5%</td>
<td>ACUSD: 3.9% SES: 5.0%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>All 5.6 % SES 6.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Expulsion Rate</strong></td>
<td><strong>State Priority 6b School Climate (Engagement)</strong></td>
<td><strong>Expulsion Rate (2019-2020)</strong></td>
</tr>
<tr>
<td><strong>19-20</strong></td>
<td>All 0%</td>
<td>ACUSD: 0%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>All 0%</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>High School Graduation Rate</td>
<td>High School Graduation Rate (2019-2020)</td>
<td>2019-20 Four-Year Adjusted Cohort Graduation Rate ACUSD: 92.7%</td>
</tr>
<tr>
<td>State Priority 5E Pupil engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>19-20</strong></td>
<td>All 96.7%</td>
<td>All 89.7%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACUSD: 92.7%</td>
</tr>
<tr>
<td>High School Dropout Rate</td>
<td>High School Dropout Rate (2019-2020)</td>
<td>ACUSD: 5.4%</td>
</tr>
<tr>
<td>State Priority 5D Pupil engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(State Priority 5C does not apply.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>19-20</strong></td>
<td>All 3.3%</td>
<td>All 10.3%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
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</tr>
</tbody>
</table>

### Actions / Services

<table>
<thead>
<tr>
<th>Actions / Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
</tr>
<tr>
<td>Continue robust, standards-aligned professional development, for TK-12 teachers and staff, through subject-level cohorts, staff meeting professional development, principal coaching, instructional coaches, instructional leadership team, and high-poverty/high-achieving school visits. <em>State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students.</em></td>
</tr>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
</tr>
<tr>
<td>Teacher on Special Assignment (Secondary) 1000-1999: Certificated Personnel Salaries Supplemental $115,054</td>
</tr>
<tr>
<td>Teacher on Special Assignment (Elementary) 1000-1999: Certificated Personnel Salaries Supplemental $112,698</td>
</tr>
<tr>
<td><strong>Actual Expenditures</strong></td>
</tr>
<tr>
<td>Teacher on Special Assignment (Secondary) 1000-1999: Certificated Personnel Salaries Supplemental $116,578</td>
</tr>
<tr>
<td>Teacher on Special Assignment (Elementary) 1000-1999: Certificated Personnel Salaries Supplemental $111,328</td>
</tr>
</tbody>
</table>

Teacher on Special Assignment (Secondary)
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher on Special Assignment (Elementary)</td>
<td>Cohort Professional Development 1000-1999: Certificated Personnel Salaries Supplemental $100,000</td>
<td>Cohort Professional Development 1000-1999: Certificated Personnel Salaries Supplemental $23,059</td>
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<tr>
<td>Cohort Professional Development</td>
<td>Staff Meeting Professional Development 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
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</tr>
<tr>
<td>Staff Meeting Professional Development</td>
<td>Principal Coaching 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Principal Coaching 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Principal Coaching</td>
<td>Instructional Leadership Team 1000-1999: Certificated Personnel Salaries Supplemental $8,000</td>
<td>Instructional Leadership Team 1000-1999: Certificated Personnel Salaries Supplemental $2,456</td>
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<tr>
<td>Instructional Leadership Team</td>
<td>High-Poverty School Visitations 1000-1999: Certificated Personnel Salaries Supplemental $2,000</td>
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<tr>
<td>High-Poverty School Visitations</td>
<td>Professional Learning Communities (Secondary) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Professional Learning Communities (Secondary) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
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<tr>
<td>Instructional Coaches</td>
<td>Classified Professional Development 2000-2999: Certificated Personnel Salaries Classified Employee PD Block Grant $20,000</td>
<td>Classified Professional Development 2000-2999: Certified Personnel Salaries Classified Employee PD Block Grant $0</td>
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<tr>
<td>Teacher Induction</td>
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<td></td>
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<tr>
<td>New Employee Orientation / Professional Development</td>
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<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
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<tr>
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<tr>
<td>Salaries $58,248</td>
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<td>Salaries Supplemental $1,999</td>
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<td>English Learner Home/School Liaison</td>
<td>English Learner Home/School Liaison</td>
<td>English Learner Home/School Liaison</td>
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<td>Salaries $54,162</td>
<td>Salaries Supplemental $288</td>
<td>Salaries Supplemental $288</td>
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<tr>
<td>ELD supplemental materials</td>
<td>ELD supplemental materials</td>
<td>ELD supplemental materials</td>
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<tr>
<td>EL Aide Continuing Services</td>
<td>EL Aide Continuing Services</td>
<td>EL Aide Continuing Services</td>
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<td>English Learner Home/School Liaison</td>
<td>English Learner Home/School Liaison</td>
<td>English Learner Home/School Liaison</td>
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<td>EL Aide Additional Hours 2000-2999: Classified Personnel Salaries Supplemental $0</td>
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<td>ELD supplemental materials</td>
<td>ELD supplemental materials</td>
<td>ELD supplemental materials</td>
</tr>
<tr>
<td>EL Aide Additional Hours 2000-2999: Classified Personnel Salaries Supplemental $0</td>
<td>EL Aide Additional Hours 2000-2999: Classified Personnel Salaries Supplemental $0</td>
<td>EL Aide Additional Hours 2000-2999: Classified Personnel Salaries Supplemental $0</td>
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<td>ELD supplemental materials</td>
<td>ELD supplemental materials</td>
<td>ELD supplemental materials</td>
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<tr>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
</tr>
<tr>
<td>SUMS MTSS GRANT $0</td>
<td>SUMS MTSS GRANT $0</td>
<td>SUMS MTSS GRANT $0</td>
</tr>
<tr>
<td>MTSS Cohort 1000-1999: Certificated Personnel Salaries SUMS MTSS GRANT $0</td>
<td>MTSS Cohort 1000-1999: Certificated Personnel Salaries SUMS MTSS GRANT $0</td>
<td>MTSS Cohort 1000-1999: Certificated Personnel Salaries SUMS MTSS GRANT $0</td>
</tr>
<tr>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
</tr>
<tr>
<td>SUMS MTSS GRANT $15,000</td>
<td>SUMS MTSS GRANT $15,000</td>
<td>SUMS MTSS GRANT $15,000</td>
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<tr>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
<td>MTSS/Differentiated Instruction Professional Development (all)</td>
</tr>
<tr>
<td>SUMS MTSS GRANT $10,000</td>
<td>SUMS MTSS GRANT $10,000</td>
<td>SUMS MTSS GRANT $10,000</td>
</tr>
</tbody>
</table>

Provide increased and targeted English learner support in schools with a significant unduplicated English learner population. *State Priority 2B: State Standards – How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Develop, implement, and monitor multi-tiered systems of support (MTSS) at every school including differentiated instruction, tiered interventions, and progress monitoring to improve social/emotional learning, behavioral health, and academic progress for all students and low-income students, foster youth, English learner, expelled pupils, and students with special needs. *State Priority 7C: Course Access – Programs and services developed and provided to individuals with exceptional needs. State Priority 8: Pupil Outcomes – Addresses pupil outcomes for all students for courses described under Sections 51210 and 51220 (a)(1). State Priority 9: Coordination of Instruction.
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expelled Pupils – Addresses how the county superintendent of schools will coordinate instruction of expelled pupils. Click here to read our Plan for Expelled Youth.</td>
<td>Data System/Cycles (all) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Data System/Cycles (all) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
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<tr>
<td>MTSS Cohort</td>
<td>Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental $26,000</td>
<td>Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental $25,919</td>
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<tr>
<td>MTSS/Differentiated Instruction</td>
<td>Intervention Teachers 1000-1999: Certificated Personnel Salaries Title I $386,383</td>
<td>Intervention Teachers 1000-1999: Certificated Personnel Salaries Title I $295,742</td>
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<tr>
<td>Professional Development (all)</td>
<td>MTSS Intervention Supports (previously only under Goal 2 Action 4)</td>
<td>MTSS Intervention Supports (previously only under Goal 2 Action 4)</td>
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<tr>
<td>Data System/Cycles (all)</td>
<td>4000-4999: Books And Supplies Supplemental $100,000</td>
<td>4000-4999: Books And Supplies Supplemental $35,087</td>
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<tr>
<td>Illuminate</td>
<td>Secondary Math Intervention 4000-4999: Books And Supplies Supplemental $50,000</td>
<td>Secondary Math Intervention 4000-4999: Books And Supplies Supplemental $0</td>
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<tr>
<td>MTSS Intervention Supports (previously only under Goal 2 Action 4)</td>
<td>Summer School Elementary 1000-1999: Certificated Personnel Salaries Supplemental $17,000</td>
<td>Summer School Elementary 1000-1999: Certificated Personnel Salaries Supplemental $0</td>
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<tr>
<td>Summer School Elementary</td>
<td>Elementary Principals (.5 FTE of 2 positions for district MTSS support) 1000-1999: Certificated</td>
<td>Elementary Principals (.5 FTE of 2 positions for district MTSS support) 1000-1999: Certificated</td>
</tr>
<tr>
<td>TK/K Aides</td>
<td>LCFF Supplemental Site Allocations for Site-Specific MTSS Support</td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Implement and support continuous improvement cycles and equitable access to rigorous courses through CCSS aligned instruction and schoolwide, classroom-based data inquiry cycles. * State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students. * State Priority 4G: Pupil Achievement – Percentage of pupils who participate in, and demonstrate college preparedness. * State Priority 7B: Course Access – Programs and services developed and provided to unduplicated students.</td>
<td>Instructional Leadership Training 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Instructional Leadership Training 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Instructional Leadership Training</td>
<td>Principal Coaching 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Principal Coaching 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Principal Coaching</td>
<td>Teacher Professional Development 1000-1999: Certificated Personnel Salaries Title II $25,000</td>
<td>Teacher Professional Development 1000-1999: Certificated Personnel Salaries Title II $0</td>
</tr>
<tr>
<td>Teacher Professional Development</td>
<td>Data System/Cycles 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Data System/Cycles 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Data System/Cycles</td>
<td>Illuminate Student Information System (already accounted for in goal 1, action 3) 5000-5999: Services And Other Operating Expenditures Included as part of regular staff duties $0</td>
<td>Illuminate Student Information System (already accounted for in goal 1, action 3) 5000-5999: Services And Other Operating Expenditures Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Illuminate Student Information System (already accounted for in action 3)</td>
<td>Naviance College/Career Readiness Technology Solution 5000-5999: Services And Other Operating Expenditures Supplemental $9,000</td>
<td>Naviance College/Career Readiness Technology Solution 5000-5999: Services And Other Operating Expenditures Supplemental $9,000</td>
</tr>
<tr>
<td>Naviance College/Career Readiness Technology Solution</td>
<td>Edgenuity Online Blended Learning 5000-5999: Services</td>
<td>Edgenuity Online Blended Learning 5000-5999: Services</td>
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<tr>
<td>Edgenuity Online Blended Learning</td>
<td>Technology Chromebook Refresh</td>
<td>Technology Chromebook Refresh</td>
</tr>
</tbody>
</table>

Personnel Salaries Supplemental $142,293
LCFF Supplemental Site Allocations for Site-Specific MTSS Support 4000-4999: Books And Supplies Supplemental $150,000

Personnel Salaries Supplemental $126,096
LCFF Supplemental Site Allocations for Site-Specific MTSS Support 4000-4999: Books And Supplies Supplemental $89,710
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td>History Social Science Textbook Adoption Part 1- Secondary</td>
<td>And Other Operating Expenditures Supplemental $33,200</td>
<td>And Other Operating Expenditures Supplemental $33,009</td>
</tr>
<tr>
<td></td>
<td>Technology Chromebook Refresh 4000-4999: Books And Supplies Supplemental $240,000</td>
<td>Technology Chromebook Refresh 4000-4999: Books And Supplies Supplemental $239,377</td>
</tr>
<tr>
<td></td>
<td>History Social Science Textbook Adoption Part 1- Secondary 4000-4999: Books And Supplies Supplemental $120,000</td>
<td>History Social Science Textbook Adoption Part 1- Secondary 4000-4999: Books And Supplies Supplemental $12,962</td>
</tr>
</tbody>
</table>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 pandemic (i.e., stimulus and unemployment checks), various positions remained unfilled creating unspent funds. Also due to the pandemic and continued distance learning through October/November 2020, summer school 2020 was not possible. These funds were used in other ways to support students, families, teachers and staff including purchasing more technology (Chromebooks, hot spots, data service, etc.), and purchasing additional instructional materials (online programs, hard copy materials, etc.) with the related support and technical assistance/professional learning to support students and families during distance learning and hybrid.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All LCAP goal 1 actions and services were well under way and in full swing until the COVID-19 pandemic closed schools and completely halted most of the actions and services. As we adapted and began providing instruction and supplemental services virtually through distance learning, some actions and services were able to resume, but many simply could not be carried out in this new way of serving students. Certain classifications of staff were temporarily laid off due to this different way of providing education and particular needs no longer existing. The world as we knew it no longer existed, and schools were no exception to this. Success was found in several silver linings including increased capacity for use of technology (among students, teachers, and families) and increased teacher collaboration time leading to better efficiencies and increased use of best practices in the teaching and learning processes.
Goal 2

By 2020, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Healthy Kids Survey (CHKs)</td>
<td></td>
<td>CHKS Data (Spring 2020)</td>
</tr>
<tr>
<td>State Priority 6C School Climate (Engagement)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19-20

Elementary:
- School Connectedness 77%
- Caring Adult Relationships 75%
- Meaningful Participation 26%

Secondary:
- School Connectedness 63%
- Caring Adult Relationships 48%
- Meaningful Participation 30%
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Connectedness 62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring Adult Relationships 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaningful Participation 11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Connectedness 48%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring Adult Relationships 33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaningful Participation 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
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</tr>
<tr>
<td>Physical Fitness Test</td>
<td></td>
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<tr>
<td>State Priority 8</td>
<td></td>
<td></td>
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<tr>
<td>Pupil Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>19-20</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerobic Capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th: 83%, 7th: 95%, 9th: 96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Composition</td>
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<td></td>
</tr>
<tr>
<td>5th: 89%, 7th: 89%, 9th: 94%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerobic Capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th: 53%, 7th: 80%, 9th: 66%</td>
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<tr>
<td>Body Composition</td>
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<tr>
<td>5th: 59%, 7th: 69%, 9th: 64%</td>
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<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate and Chronic Absenteeism Rate:</td>
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<td></td>
</tr>
<tr>
<td>Attendance Rate and Chronic Absenteeism Rate</td>
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</table>

*Physical Fitness Test Waived by California Department of Education for the 2019-2020 School Year*
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Priority 5A,B Pupil engagement</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **19-20** | All 80% | Attendance Rate (2019-2020)
ACUSD: 94.02% *Through March 2020 |
| | 12% | Chronic Absenteeism Rate (2019)
ACUSD: 12.7% |
| **Baseline** | All 74% | |
| | 18% | |
| **Metric/Indicator** | Suspension Rates | Suspension Rates (2019-2020) *Through March 2020 |
| **State Priority 6a School Climate (Engagement)** | | |
| **19-20** | All 2.5 % SES 2.5% | ACUSD: 3.9%
SES: 5.0% |
<p>| <strong>Baseline</strong> | All 5.6 % SES 6.9% | |
| <strong>Metric/Indicator</strong> | Expulsion Rate | Expulsion Rate (2019-2020) |
| <strong>State Priority 6b School Climate (Engagement)</strong> | | |
| <strong>19-20</strong> | All 0% | ACUSD: 0% |
| <strong>Baseline</strong> | All 0% | |</p>
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Engagement</strong></td>
<td></td>
<td><strong>Parental Involvement</strong></td>
</tr>
<tr>
<td>State Priority 3</td>
<td></td>
<td>19-20</td>
</tr>
<tr>
<td><strong>Parent Engagement</strong></td>
<td>Establish baseline through collection of data provided on California School Parent Survey. <em>(metric changed)</em></td>
<td>Spring 2020 California School Parent Survey:</td>
</tr>
<tr>
<td></td>
<td>School allows input and welcomes parents contributions: 47%</td>
<td>School allows input and welcomes parents contributions: 28%</td>
</tr>
<tr>
<td></td>
<td>School encourages me to be an active partner with the school in educating my child: 52%</td>
<td>School encourages me to be an active partner with the school in educating my child: 33%</td>
</tr>
<tr>
<td></td>
<td>School actively seeks the input of parents before making important decisions: 34%</td>
<td>School actively seeks the input of parents before making important decisions: 18%</td>
</tr>
<tr>
<td></td>
<td>Parents feel welcome to participate at this school: 48%</td>
<td>Parents feel welcome to participate at this school: 27%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Establish baseline through collection of data provided on California School Parent Survey. <em>(metric changed)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School allows input and welcomes parents contributions: 32%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School encourages me to be an active partner with the school in educating my child: 37%</td>
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</tr>
<tr>
<td></td>
<td>School actively seeks the input of parents before making important decisions: 19%</td>
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</tr>
<tr>
<td></td>
<td>Parents feel welcome to participate at this school: 33%</td>
<td></td>
</tr>
</tbody>
</table>

### Actions / Services

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create, implement and support a college-going and career culture on every school campus. <em>(State priority 7: Course Access – Programs and services developed and provided to unduplicated students. State Priority 4G: Pupil Achievement – Demonstrate college preparedness.</em></td>
<td>Elementary approach pending pilot outcomes 4000-4999: Books And Supplies Supplemental $50,000</td>
<td>Elementary approach pending pilot outcomes 4000-4999: Books And Supplies Supplemental $2,749</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Expenditures</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
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<tr>
<td>Elementary approach pending pilot outcomes</td>
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<tr>
<td>AVID (Maintain) 2000-1999: Certificated Personnel Salaries Supplemental $15,179</td>
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<tr>
<td>WEB/Link Crew (All Secondary) 2000-1999: Certificated Personnel Salaries Supplemental $15,000</td>
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<tr>
<td>CTE Courses A-G Compliant (4) 2000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
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<td></td>
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<tr>
<td>High School Graduation Requirements Implementation Year 3 2000-1999: Certificated Personnel Salaries Supplemental $10,000</td>
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</tr>
<tr>
<td>AVID Expansion to 9th Grade 2000-1999: Certificated Personnel Salaries Supplemental $30,000</td>
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</tr>
<tr>
<td>Turnitin program (proper citing of sources and avoiding plagiarism) provided for all high school students 5000-4999: Books And Supplies Title I $6,100</td>
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</tr>
<tr>
<td>Family Nights/Activities (Schools) 4000-4999: Books And Supplies Title I $918</td>
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</tr>
<tr>
<td>School Site Councils (Schools) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
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</tr>
<tr>
<td>Annual Update for Developing the 2021-22 Local Control and Accountability Plan Page 19 of 42</td>
<td></td>
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</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Family Nights/Activities (Schools)</td>
<td>Parent Teacher Organizations (Schools) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Parent Teacher Organizations (Schools) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
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<tr>
<td>Family Resource Centers (Schools)</td>
<td>Amador Community University (District) 5800: Professional/Consulting Services And Operating Expenditures Action not applicable in this fiscal year $0</td>
<td>Amador Community University (District) 5800: Professional/Consulting Services And Operating Expenditures Action not applicable in this fiscal year $0</td>
</tr>
<tr>
<td>School Site Councils (Schools)</td>
<td>Parent Teacher Organizations (Schools) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Parent Teacher Organizations (Schools) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Parent Teacher Organizations (Schools)</td>
<td>Amador Parent Advisory Committee (District) 4000-4999: Books And Supplies Title I $600</td>
<td>Amador Parent Advisory Committee (District) 4000-4999: Books And Supplies Title I $89</td>
</tr>
<tr>
<td>Amador Community University (District)</td>
<td>Aeries Parent Portal (Schools/District) 5800: Professional/Consulting Services And Operating Expenditures Action not applicable in this fiscal year $0</td>
<td>Aeries Parent Portal (Schools/District) 5800: Professional/Consulting Services And Operating Expenditures Action not applicable in this fiscal year $0</td>
</tr>
<tr>
<td>Amador Parent Advisory Committee (District)</td>
<td>LCAP Surveys (District) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>LCAP Surveys (District) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Aeries Parent Portal (Schools/District)</td>
<td>Strategic Plan Stakeholder Team (District) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Strategic Plan Stakeholder Team (District) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>LCAP Surveys (District)</td>
<td>Superintendent’s Advocacy Leadership Team (SALT) (District) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Superintendent’s Advocacy Leadership Team (SALT) (District) 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Strategic Plan Stakeholder Team (District)</td>
<td>Community Advisory Committee (CAC) for families of students with IEPs</td>
<td>Community Advisory Committee (CAC) for families of students with IEPs</td>
</tr>
<tr>
<td>Superintendent’s Advocacy Leadership Team (SALT) (District)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Advisory Committee (CAC) for families of students with IEPs</td>
<td></td>
<td></td>
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<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Further develop and strengthen welcoming, resourceful, safe and inclusive school climates at every school campus. *State Priority 1: Basic Conditions of Learning – Degree to which school facilities are maintained in good repair. State Priority 6C: School Climate – Sense of safety and school connectedness.</td>
<td>IEPs Not Applicable Included as part of regular staff duties $0</td>
<td>IEPs Not Applicable Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Positive Behavior Interventions &amp; Supports (Already accounted for in MTSS Intervention Supports)</td>
<td>Positive Behavior Interventions &amp; Supports (Already accounted for in MTSS Intervention Supports) Not Applicable Expense already accounted for in same action/service under previous goal $0</td>
<td>Positive Behavior Interventions &amp; Supports (Already accounted for in MTSS Intervention Supports) Not Applicable Expense already accounted for in same action/service under previous goal $0</td>
</tr>
<tr>
<td>Mindfulness (Already accounted for in MTSS Intervention Supports)</td>
<td>Mindfulness (Already accounted for in MTSS Intervention Supports) Not Applicable Expense already accounted for in same action/service under previous goal $0</td>
<td>Mindfulness (Already accounted for in MTSS Intervention Supports) Not Applicable Expense already accounted for in same action/service under previous goal $0</td>
</tr>
<tr>
<td>Restorative Justice (Already accounted for in MTSS Intervention Supports)</td>
<td>Restorative Justice (Already accounted for in MTSS Intervention Supports) Not Applicable Expense already accounted for in same action/service under previous goal $0</td>
<td>Restorative Justice (Already accounted for in MTSS Intervention Supports) Not Applicable Expense already accounted for in same action/service under previous goal $0</td>
</tr>
<tr>
<td>District Professional Development</td>
<td>District Professional Development 5000-5999: Services And Other Operating Expenditures Title II $10,000</td>
<td>District Professional Development 5000-5999: Services And Other Operating Expenditures Title II $0</td>
</tr>
<tr>
<td>Safe and Civil Schools (Secondary) $0 (Site Title I)</td>
<td>Safe and Civil Schools (Secondary) (Site Title I) 5800: Professional/Consulting</td>
<td>Safe and Civil Schools (Secondary) (Site Title I) 5800: Professional/Consulting</td>
</tr>
<tr>
<td>Associated Student Body (Secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Leadership (School-Based)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trauma Informed Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaking Down the Walls (Secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts Education (Secondary Site Allocations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Junior High Instructional Administrators 2 FTE</td>
<td>Services And Operating Expenditures Title I $0</td>
<td>Services And Operating Expenditures Title I $0</td>
</tr>
<tr>
<td>Student Board Members</td>
<td>Associated Student Body (Secondary) 1000-1999: Certificated Personnel Salaries Supplemental $8,000</td>
<td>Associated Student Body (Secondary) 1000-1999: Certificated Personnel Salaries Supplemental $8,000</td>
</tr>
<tr>
<td>Music / Band Teacher</td>
<td>Student Leadership (School-Based) Not Applicable Included as part of regular staff duties $0</td>
<td>Student Leadership (School-Based) Not Applicable Included as part of regular staff duties $0</td>
</tr>
<tr>
<td>Arts Education (Elementary and Junior High Site Allocations)</td>
<td>Trauma Informed Practices 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,000</td>
<td>Trauma Informed Practices 5800: Professional/Consulting Services And Operating Expenditures Supplemental $128</td>
</tr>
<tr>
<td>Support for Home to School Transportation</td>
<td>Breaking Down the Walls (Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental $5,000</td>
<td>Breaking Down the Walls (Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental $0</td>
</tr>
<tr>
<td>Student Board Members Not Applicable Included as part of regular staff duties $0</td>
<td>Music / Band Teacher 1000-1999: Certificated Personnel Salaries Supplemental $82,456</td>
<td>Music / Band Teacher 1000-1999: Certificated Personnel Salaries Supplemental $110,565</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Further coordinate services and refine systems and supports</td>
<td>Support for Home to School Transportation 4000-4999: Books And Supplies Supplemental</td>
<td>Support for Home to School Transportation 4000-4999: Books And Supplies Supplemental</td>
</tr>
<tr>
<td>for foster youth by implementing a program plan that address</td>
<td>$295,000</td>
<td>$264,000</td>
</tr>
<tr>
<td>es working with the county child welfare agency, providing</td>
<td></td>
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<tr>
<td>education-related information to the county child welfare</td>
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<tr>
<td>agency, responding to requests from the juvenile court for</td>
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<tr>
<td>information, and establishing a mechanism for the efficient</td>
<td></td>
<td></td>
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<tr>
<td>transfer of health and education records. *State Priority 10:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordination of Services for Foster Youth – Addresses how the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>county superintendent of schools will coordinate services for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>foster children, including: (a) working with county child</td>
<td></td>
<td></td>
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<tr>
<td>welfare agency to minimize changes in school placement; (b)</td>
<td></td>
<td></td>
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<tr>
<td>providing education related information to the county child</td>
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<tr>
<td>welfare agency to assist in the delivery of services to</td>
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<tr>
<td>foster children; (c) responding to requests from the juvenile</td>
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<tr>
<td>court to ensure delivery and coordination of necessary</td>
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<tr>
<td>educational services; and (d) establishing a mechanism for</td>
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<tr>
<td>the efficient, expeditious transfer of health and education</td>
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<tr>
<td>records and the health and education passport.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best, first instruction</td>
<td>Best, first instruction 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td></td>
</tr>
<tr>
<td>MTSS intervention supports (Already accounted for in Goal 1,</td>
<td>MTSS intervention supports (Already accounted for in Goal 1, Action 3) 4000-4999: Books And Supplies Expense already accounted for in same action/service under previous goal $0</td>
<td></td>
</tr>
<tr>
<td>Action 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor support/case management</td>
<td>Counselor support/case management 1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant $100,677</td>
<td></td>
</tr>
<tr>
<td>MOU with Child Welfare Services</td>
<td>MOU with Child Welfare Services 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td></td>
</tr>
<tr>
<td>Partnership/communication with Juvenile Court</td>
<td>Partnership/communication with Juvenile Court 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td></td>
</tr>
<tr>
<td>Positive Behavior Interventions &amp; Supports</td>
<td>Positive Behavior Interventions &amp; Supports (Already accounted for in Goal 2, Action 3) 4000-4999: Books And Supplies Expense already accounted for in same action/service under previous goal $0</td>
<td></td>
</tr>
<tr>
<td>District Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Coordinated Services through Executive Advisory Council consisting of many community/county agencies</td>
<td>action/service under previous goal $0</td>
<td>action/service under previous goal $0</td>
</tr>
<tr>
<td>Foster Youth Support Materials</td>
<td>District Professional Development (Already accounted for in Goal 2, Action 3) 5800: Professional/Consulting Services And Operating Expenditures Expense already accounted for in same action/service under previous goal $0</td>
<td>District Professional Development (Already accounted for in Goal 2, Action 3) 5800: Professional/Consulting Services And Operating Expenditures Expense already accounted for in same action/service under previous goal $0</td>
</tr>
<tr>
<td>Trauma Informed Practices Professional Development</td>
<td>Coordinated Services through Executive Advisory Council consisting of many community/county agencies 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
<td>Coordinated Services through Executive Advisory Council consisting of many community/county agencies 1000-1999: Certificated Personnel Salaries Included as part of regular staff duties $0</td>
</tr>
<tr>
<td></td>
<td>Foster Youth Support Materials 4000-4999: Books And Supplies COE Supplemental $5,000</td>
<td>Foster Youth Support Materials 4000-4999: Books And Supplies COE Supplemental $2,236</td>
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<tr>
<td></td>
<td>Trauma Informed Practices Training (Already accounted for in Goal 2, Action 3) 5800: Professional/Consulting Services And Operating Expenditures Expense already accounted for in same action/service under previous goal $0</td>
<td>Trauma Informed Practices Training (Already accounted for in Goal 2, Action 3) 5800: Professional/Consulting Services And Operating Expenditures Expense already accounted for in same action/service under previous goal $0</td>
</tr>
</tbody>
</table>

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 pandemic (i.e., stimulus and unemployment checks), various positions remained unfilled creating unspent funds. Also due to the pandemic and continued distance learning through October/November 2020, schoolwide assemblies (such as
Breaking Down the Walls) and summer school 2020 were not possible. These funds were used in other ways to support students, families, teachers and staff including hiring more counselors, purchasing more technology (Chromebooks, hot spots, data service, infrastructure bandwidth to support the technology, etc.), and purchasing additional instructional materials (online programs, hard copy materials, etc.) with the related support and technical assistance/professional learning to support students and families during distance learning and hybrid.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

When the COVID-19 pandemic struck in March 2020, all LCAP actions and services came to a screeching halt. As we adapted and began providing instruction and supplemental services virtually through distance learning, some actions and services were able to resume, but many simply could not be carried out in this new way of serving students. Certain classifications of staff were temporarily laid off due to this different way of providing education and particular needs no longer existing. The world as we knew it no longer existed, and schools were no exception to this. Success was found in several silver linings including increased capacity for use of technology (among students, teachers, and families) and increased teacher collaboration time leading to better efficiencies and increased use of best practices in the teaching and learning processes.
Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of personal protective equipment (PPE) such as masks, face shields, Plexiglas, and hand sanitizer.</td>
<td>$200,000</td>
<td>$180,972</td>
<td>No</td>
</tr>
<tr>
<td>Purchase disinfecting devices such as room foggers, hand washing stations, and bathroom disinfecting machines to assist with the intensive requirements of offering in-person instruction.</td>
<td>$75,000</td>
<td>$105,000</td>
<td>No</td>
</tr>
<tr>
<td>Hire additional custodial and supervision staff to assist with the intensive cleaning / disinfecting and increased supervision requirements associated with offering in-person instruction.</td>
<td>$200,000</td>
<td>$39,784</td>
<td>No</td>
</tr>
<tr>
<td>Temporary increase in substitute teacher pay.</td>
<td>$10,000</td>
<td>$15,114</td>
<td>No</td>
</tr>
</tbody>
</table>

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Hiring additional custodial and supervision staff proved to be more difficult than we anticipated. Many vacant positions still exist due to individuals’ concerns about working in-person during a pandemic and the availability of other funds to support families such as stimulus and unemployment checks.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes include being able to open our schools for in-person instruction on November 16 in a hybrid model, gradually increasing the level of attendance and engagement by students, being able to welcome all students back for in-person instruction 4 days per week on April 6, an increased level of teacher collaboration, increased access to professional learning through webinars, renewed and
focused equity-based approach striving to meet the needs of all students, and improved working relationships among labor leaders and administration.

Challenges include keeping up with and adapting to the ever-changing California Department of Public Health (CDPH) guidance forcing frequent changes for students, families, teachers and staff; enforcing physical distancing and mask-wearing among adolescent students, and maintaining a stable work force to meet the needs of all students on 11 school campuses.
## Distance Learning Program

### Actions Related to the Distance Learning Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase additional Chromebooks to ensure equitable access to distance learning for foster youth, English learners, and low-income students.</td>
<td>$150,000</td>
<td>$239,635</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase laptop computers with cameras, microphone, and speakers for all teachers to provide the tools necessary for distance learning.</td>
<td>$332,000</td>
<td>$366,563</td>
<td>No</td>
</tr>
<tr>
<td>Three additional work days added to all employees contracts for planning, collaboration, and professional development to successfully open the school year.</td>
<td>$300,000</td>
<td>$189,517</td>
<td>No</td>
</tr>
<tr>
<td>Online versions of curriculum platforms to ensure the continuity of learning between in-person and distance learning.</td>
<td>$80,000</td>
<td>$15,473</td>
<td>No</td>
</tr>
<tr>
<td>Materials to support at home completion of projects for core and elective classes such as science, art, P.E., and culinary.</td>
<td>$400,000</td>
<td>$182,434</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional bilingual aide hours to meet the demand for increased translation and family support.</td>
<td>$5,000</td>
<td>$0</td>
<td>Yes</td>
</tr>
<tr>
<td>Equipment cost and monthly service contracts for hotspots to provide connectivity for all students who need it.</td>
<td>$250,000</td>
<td>$196,121</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The original estimates for the three additional work days, online software platforms, materials to support at-home completion of projects, and equipment costs and service fees for the hotspots were high. Actual costs came in less than expected.
Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes included greatly increased access to devices and connectivity for students and families through the purchase of 1,500 Chromebooks and 970 hotspots including data networks and bandwidth expansion, distance learning professional development through webinars with external and internal experts (consultants, TOSAs, principals, etc.). Pupil participation varied from school to school with some experiencing good success and other schools more challenged. While this was a very difficult time for many individuals to adapt so suddenly to an unexpected pandemic, teachers, principals, and staff stepped up in many ways to meet the challenges – while keeping the focus on students.

Challenges were mainly related to consistent student engagement by all students and finding creative solutions to provide necessary services and supports for pupils with unique needs. Pupil progress and continuity of instruction were challenging, too, due to numerous changes with the CDPH guidance and the related changes in the learning model (from distance learning in March 2020 to small in-person learning cohorts in October 2020 to hybrid in-person learning 2-days/week in November 2020 to in-person learning 4-days/week in April 2021).
Pupil Learning Loss

Actions Related to the Pupil Learning Loss

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark Booster Program (Part of the elementary board-adopted English language arts curriculum)</td>
<td>$28,500</td>
<td>$47,641</td>
<td>No</td>
</tr>
<tr>
<td>Funding for after school clinics in math and reading to make up for lost learning time.</td>
<td>$30,000</td>
<td>$0</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional supplemental instructional programs to target learning loss.</td>
<td>$75,000</td>
<td>$65,373</td>
<td>Yes</td>
</tr>
<tr>
<td>Professional development to support best practices for intervention</td>
<td>$75,000</td>
<td>$0</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

After school clinics in math and reading to make up for lost learning time were offered, but an alternate funding source that needed to be spent first was used to cover this cost. Many professional development offerings to support best practices for intervention were provided free of charge due to the pandemic and their virtual format. In addition, many teachers and support staff were experiencing professional development overload and fatigue. This will be an area for continued focus for next school year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes include an enhanced level of teamwork at the leadership level as the Superintendent, Assistant Superintendents, Principals and Assistant Principals met weekly for most of the school year to strategize, plan and support teaching and learning processes for the express purpose of mitigating and recovering pupil learning loss. The multi-tiered system of supports (MTSS) framework that had been in development and the early stages of implementation in the subsequent 4 school years rolled out even more significantly due to the pandemic-induced exacerbated need to do so. A variety of student and family engagement and intervention strategies were used (i.e., phone calls, SST meetings, home visits, 1:1 meetings with students, SART/SARB, equitable grading practices and more). Increased FTE of TK-12 intervention teachers was implemented in early spring and will continue into 2021-22 school year.
Challenges continue to be related to consistent engagement of some grades 7-12 students and certain communities within the county that are more remote and lacking the same resources. The 2021-22 LCAP will further address those areas. Effectiveness of the efforts appears in local data (i.e., grades, D&F data, attendance data, formative assessments, etc.) and this points to the need for ongoing work to recover student learning and engagement. Effectiveness of the efforts will be known more fully when the CHKS and CAASPP data are available.
Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The hiring of two additional counselors using CARES Act funding was a big boost in our ability to meet the increased student need for social-emotional and mental health supports. While it was challenging to see students virtually, the need was certainly there and our counselors found creative ways to stay connected with students. Having students come to campus in a hybrid model two days a week beginning in November, 2020 was a major improvement, and seeing students in-person made a big difference.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Amador County Unified School District used a multi-tiered system of supports (MTSS) to ensure all students were engaged in the distance learning and hybrid models of instruction to the greatest extent possible for the 2020-2021 school year. Attendance for distance learning is accounted for using a combination of participation in the daily live interactions offered by every teacher and the completion of assignments in the Google Classroom.

The first tier of the re-engagement plan was to promote a culture of positive attendance though welcoming students and parents to the new school year and the improved distance learning format over what was offered between March and June 2020 when the pandemic first hit. This included raising the awareness of the negative effects of chronic absenteeism and other challenges when students are not fully participating in the educational program. Proactive outreach to families about the importance of school attendance and participation in the live daily interactions or recorded lessons being posted to teachers’ Google Classrooms are examples of how this was accomplished in a remote environment. School staff spent a great deal of time reaching out to families of students who were not engaging. The Aeries student information system was updated to reflect codes appropriate for distance learning and hybrid to indicate which students are engaged and which students are not. Using this data, schools followed the tiered plan below to reengage students, as necessary.

The second tier of the plan ensured that students with attendance problems were identified as early as possible in order to provide the appropriate support and interventions at the school-level. Teachers, office staff, Principals, and repurposed classified staff assisted with calling each family to find out the reason why the student was not engaged. Examples of additional supports provided to students included access to a Chromebook or hotspot, counseling support to address social-emotional needs, help structuring a daily schedule, technology troubleshooting, or any other support that was identified as a need. School principals and vice-principals also held hundreds of meetings with families to find out underlying reasons why individual students were not engaged, and many great success stories resulted from these re-engagement meetings.

The third tier was for students who had exhausted the resources and support attempts offered by the school. More intensive outreach by counselors, and in some cases, home visits were conducted to provide an additional level of support. When all other efforts had
been attempted without success, then a referral to the school attendance review board (SARB) was made. The SARB is composed of a diverse group of experts who can link the family to any needed school district or community services. There were also many success stories of re-engaged students as a result of the SARB meetings.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The food service department of the Amador County Unified School District adjusted quickly to ensure all students continued to receive nutritionally adequate meals, despite the COVID-19 pandemic. The district received notification that we were able to free provide meals to all students, regardless of income status through the end of the 2020-2021 school year. Drive-through meal pickup was provided at Plymouth and Pioneer Elementary Schools, Ione Junior High, and Argonaut and Amador High School while schools were operating in 100% distance learning. Meals were also delivered by bus drivers to 6 areas of the county that are remote and further away from school sites. When students returned to campus for in-person instruction, nutritionally adequate meals continued to be provided in a grab-and-go format, and will be until CDPH guidance indicates otherwise.

All staff were required to wash their hands and sanitize all frequently touched items to include, door handles, counter tops, freezer and refrigerator handles, all serving carts and serving trays. This was repeated throughout the day. Meals were either placed on a sanitized table or sheet pan where parents could grab the meals and drive away. No meals were consumed on site. At the end of the day, all items were again sanitized for the next day’s use. Three of the sites only had one employee, making social distancing a non-issue. The three sites that did have more than one employee worked at separate workstations within the cafeteria, wore gloves, and maintained their 6 to 10 feet of separation.

Challenges included preparing nutritious meals that were able to be served in a grab and go format, as well as getting meals to students in the geographically diverse area Amador County serves.
### Additional Actions and Plan Requirements

#### Additional Actions to Implement the Learning Continuity Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Provide two additional counselors to target the social-emotional needs of English learners, foster youth and low-income students.</td>
<td>$150,000</td>
<td>$84,213</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Funding for staff time to complete virtual training in trauma informed practices and strategies to address trauma and other impacts of COVID-19 on the school community.</td>
<td>$25,000</td>
<td>$0</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Learning Loss</td>
<td>Provide one additional school psychologist to provide assessment and services support.</td>
<td>$60,000</td>
<td>$0</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

By the time the two additional counselors were hired and able to officially begin, the salary amount was not indicative of a full year's salary. The trauma informed practices training was provided to staff free of charge, and was able to be accomplished within the contracted work day, so no compensation for outside time was necessary. We were unable to hire an additional school psychologist, and this staffing vacancy still currently exists.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

Two key lessons were learned: (1) It is critical for all staff to relentlessly remain focused on all students, particularly our unduplicated pupils, and do whatever it takes to reach every student every day; and (2) it is critical for all of the leaders (i.e., the Board, District and School Administration, Teacher Leaders, Labor Leaders, etc.) to provide consistent unequivocal support and resources so all staff can relentlessly remain focused on all students and do whatever it takes to reach every student every day. To this end, the 2021-24 LCAP goals, actions and services are focused.
An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

At grades 3-8 and 11, pupil learning loss will be assessed through the Spring 2021 CAASPP. As soon as data are available, it will be disaggregated by student group and analyzed to determine strengths and areas of needed support. This will happen at both the school and district levels to ensure supports for individual students and grade levels, as well as understanding overall programmatic needs.

Additionally, at the elementary level, pupil learning loss will continue to be assessed during the first 20 days of school. Teachers will continue to assess students at the end of the 1st Trimester (November), the end of the 2nd Trimester (March), and at the end of the 3rd Trimester (May). The most current ELPAC results will also be used to measure ELD status, as well as the EL assessments embedded in the Benchmark Advance curriculum. Teachers will use our district’s ELA assessments and math assessments that were developed by our TK-6 Assessment Committee in 2019. The Assessment Committee followed our standards-based report cards when developing our assessment plan. We will use diagnostic, formative and summative assessments to guide instruction and intervention. A new assessment tool planned for use in the 2021-22 school year and following years is Illuminate Fastbridge, a research-driven online assessment platform that transforms the way teachers measure and monitor progress.

At the secondary level, ELA teachers will administer the California Collections CAASPP ELA Practice Test in the fall to measure all students’ current learning status in English language arts and English Language Development. The most current ELPAC results will be used to measure current ELD status, as well as the EL assessments embedded in CA Collections. Secondary math teachers will measure students’ learning status in mathematics using the i-Ready adaptive diagnostic assessment in grades 6 through 8 and the Mathematics Diagnostic Testing Project’s (MDTP) Assessments of Preparedness and Readiness for students in grades 9-12. The Illuminate Fastbridge assessment platform is also available for secondary teachers to use in their content area.

The data from the assessments described above will be used to determine what strategies or supports are necessary to address learning loss. At the elementary level, the actions and strategies teachers will use to address learning loss and to accelerate learning progress for pupils are many times part of daily instruction through small groups. Teachers will meet students at the developmental level they are at and develop plans to address specific needs from there. District-adopted curriculum will be utilized in order to accelerate all student learning. We will provide intervention services to students as needed, based on district benchmark assessment results and teacher recommendations. Programs such as Benchmark Steps to Advance, Benchmark Booster, and mini units from San Francisco Math and Engage New York will be used to address learning loss.

At the secondary level, each school’s ELA department will determine which tools are best suited to respond to student learning loss. Site departments will develop a learning loss mitigation response plan that utilizes one or more tools based on student need. Examples of the tools discussed include IABs, Renaissance Learning (some sites through site-based funds), Common Lit, CAASPP Digital Library, Edgenuity MyPath, i-Ready, Newsela Pro, and CA Collections materials in Spanish.

Teachers will use differentiation to respond to students’ learning needs. Self-assessment tools will be used for students to be aware of areas for growth and progress. A combination of designated ELD, integrated ELD, and bilingual aides will support EL students during
the school day. Students will be referred to the MTSS process as needed, and collaboration time will be used to analyze the data and determine next steps.

Secondary math teachers will address learning loss using the research from John Hattie. According to Hattie, collective teacher efficacy has the greatest impact on student learning. A robust plan has been developed with our partners at the Sacramento County Office of Education to work with our teachers to analyze the data from student assessments, identify and prioritize standards to be taught, and practice the best teaching strategies to support recovery of student learning – all aligned with the new 2021 Mathematics Framework.

Secondary math teachers will also focus on identifying students for small group, targeted instruction. In Hattie’s research, response to intervention has one of the largest effect sizes in raising student achievement. Using the student assessment data, we will identify students needing mathematics intervention. These students will be grouped with peers needing support in similar target areas. Groups of students will work with a highly-qualified intervention teacher or math teacher during the school day or after school to address gaps that may be preventing these students from accessing grade-level content. In order to accommodate these intervention groups, intervention teachers are planned at the high school and junior high school levels.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The planned actions and services designed to meet the needs of our unduplicated students were implemented. There were no substantive differences between what was planned and that which was implemented, related to the increased or improved services requirement.
Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan shows widespread gains in English Language Arts CAASPP scores, including for the subgroups of all students, socioeconomically disadvantaged students, English learners, students with disabilities, American Indian students, Hispanic students, and White students. An analysis of mathematics scores indicates widespread gains as well, including for the subgroups of all students, Foster youth, socioeconomically disadvantaged students, English learners, students with disabilities, American Indian students, Hispanic students, and White students.

Progress was made in several other areas as a result of our LCAP goals, actions, and services, such as a reduced suspension rate, reduced chronic absenteeism rate, an increased percentage of English learners making progress toward English language proficiency, and increased CTE enrollment. Parents, community members, and staff members were consistent with the feedback they offered in the stakeholder engagement opportunities offered throughout the 2020-2021 school year. Stakeholders identified the need to address the social-emotional learning needs of students, ongoing development of Multi-Tiered Systems of Support to meet the academic, behavioral, and social-emotional learning needs of all students, and to provide enrichment and electives to improve students’ academic and social-emotional learning, especially to improve student achievement in the area of math.

Student engagement, students’ social-emotional wellness, and mathematics achievement continue to be the areas of greatest need, according to formal and informal data (attendance/engagement data in Aeries and MTSS logs, CHKS data, i-Ready data, local assessments, observations, etc.). Therefore, the 2021-24 LCAP goals, actions and services are focused on these areas.
Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
• Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

• In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

• Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

• Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

• In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

• Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

• Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  o Continuity of Instruction,
  o Access to Devices and Connectivity,
Analysis of Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition
Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

**Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

**Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

**Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.
Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Amador County Public Schools consists of the Amador County Unified School District and the Amador County Office of Education. Our community and schools are nestled in the heart of the Gold Country in the Sierra Nevada foothills. A wonderful place to raise a family, Amador County is close to the urban environments of Sacramento and San Francisco, but also close to the natural beauty of Yosemite and Lake Tahoe. We offer a variety of high quality schools, including two comprehensive high schools, one alternative high school, two junior high schools, six elementary schools, an independent study school, and an adult education school.

In Amador County Public Schools, we believe that continuous improvement and learning are necessary, and we support this belief for all individuals within the educational community. Our mission is to prepare, support, and inspire each student to achieve college and career readiness in a rapidly evolving world through highly engaging teaching, rigorous learning, and innovative pathways supported by strong partnerships in a safe, caring, and collaborative manner. The Instructional Leadership Team, consisting of all principals and teacher leaders from each school, meets regularly to discuss the district's instructional programs, services, and student performance. We continue to implement strategies to focus on the whole child and are widening the array of services to meet students' academic, physical, and social-emotional needs via our multi-tiered system of supports (MTSS). We also focus on providing a safe learning environment for all students.

Our Equity Team, consisting of a diverse group of stakeholders including teachers, school administrators, district administrators, Board members, and community members, is working to support equitable access to all opportunities for all students. This is a major focus for us, and the work will continue to increase access for all students (including our numerically significant groups: students with disabilities, students from low-income families, and our growing population of students of Hispanic descent) to not only a broad course of study but all educational opportunities.

As a single school district county, our school district and county office of education work closely together to ensure our families receive a variety of educational services in the most effective way. We are a unified preschool-adult education school district, offering a variety of programs, including a STEM magnet school, a VAPA magnet school, state preschools, career-technical education, dual enrollment classes,
an adult education school, a variety of special education services, as well as traditional programs.

We serve approximately 4,000 preschool through grade 12 and adult students. Our talented and committed teachers, support staff, and administrators work hard to meet the individual needs of all students. We encourage family and community engagement at all levels, including through school site councils, parent-teacher organizations, booster clubs, Amador Parent Advisory Council (APAC), District English Learner Advisory Council (DELAC), Community Advisory Committee (CAC) for families of students with exceptional needs, and more.

Amador County Public Schools serves an increasingly diverse student body:

- Approximately 66% of our students are white, while approximately 23% are Hispanic.
- Approximately 40% of our students are socioeconomically disadvantaged (SED).
- Approximately 4% of our students are English learners, however that percentage has been slowly increasing in recent years.
- Approximately 24% of our students have an Individualized Educational Plan (IEP).

**Reflections: Successes**

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Our review of CA School Dashboard data for 2019 shows widespread gains in English Language Arts CAASPP scores, including for the subgroups of all students, socioeconomically disadvantaged students, English learners, students with disabilities, American Indian students, Hispanic students, and White students. An analysis of the Dashboard mathematics scores indicates widespread gains as well, including for the subgroups of all students, Foster youth, socioeconomically disadvantaged students, English learners, students with disabilities, American Indian students, Hispanic students, and White students.

Progress was made in several other areas as a result of our LCAP goals, actions, and services, such as a reduced suspension rate, reduced chronic absenteeism rate, an increased percentage of English learners making progress toward English language proficiency, and increased CTE enrollment.

With the LCAP actions and services being in place for another year, we were very optimistic about what the 2019-2020 CAASPP results and other Dashboard state indicators would have shown, had the COVID pandemic not have disrupted our 2019-2020 school year.

**Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Performance areas where the overall performance was in the red or orange categories as reported on the California School Dashboard are:
Chronic Absenteeism:
Orange

College / Career:
Orange

Performance areas where a student group was two or more performance levels below the “all student” group as reported on the California School Dashboard are:

English Language Arts:
Foster youth

A new strategy in an effort to reduce our chronic absenteeism rate will be partnering with School Innovations and Achievement (SI&A) to bring their "Attention 2 Attendance" software and services to ACUSD/ACOE. This includes a combination of proactive measures such as letters being sent home to all families explaining the importance of school attendance, as well as an aggressive approach to sending attendance letters when students reach thresholds for absences set forth in Education Code.

Efforts around increasing the career and college readiness rate will be offering additional Dual Enrollment courses, getting all CTE course offerings certified as A-G approved, and the increased graduation requirements going into effect, with 3 years of math being required beginning with the freshman class of 2020 and 3 years of science being required beginning with the freshman class of 2021. Additional tutoring and support classes will be provided for Foster youth in an effort to address the English language arts CAASPP scores.

**LCAP Highlights**

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of this year's LCAP are:

Two broad goals, one focused primarily around academics and student achievement, and the other focused primarily on students' mental health, social-emotional well being, and physical health.

For goal 1 (the academic goal), specific actions include:

1. Providing robust, standards-aligned professional development and collaboration for TK-12 teachers and staff.
2. Providing increased and targeted English Learner (EL) support.
3. Continuing implementation of and monitoring progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.
4. Implementing and supporting equitable access to standards-aligned materials and other academic supports.

To achieve this goal, this year's LCAP includes, but is not limited to:

- Teacher professional development and support
- Providing numerous EL supports, including additional EL aides, an EL home/school liaison, and designated English language development (ELD) sections for all junior high and high schools
- A continued focus on MTSS, including MTSS committees and an MTSS coordinator at each school site
- Intervention teachers at every school to improve student achievement in math and English language arts
- Aides in all TK and Kindergarten classrooms
- Offering enrichment programs to students (such as after-school clubs and other ways for students to engage in the curriculum outside of the classroom)
- Arts education
- Technology investments to maintain and increase the current ratio of Chromebooks per student, and ensure all unduplicated pupils have access to a device and connectivity
- Textbook adoptions to stay current with state-adopted materials

For goal 2 (the mental health, social-emotional, and physical health goal), specific actions include:

1. Continuing to develop and sustain a culture of college-going aspirations and career readiness on every school campus.
2. Ensuring effective home-to-school communication and outreach to engage families of low-income students, Foster youth, and English learners in the educational process of their children.
3. Further developing and strengthening welcoming, resourceful, safe, and inclusive climates at every school campus.
4. Offering multiple resources for students to promote their social-emotional well-being and to support their mental health.
5. Continuing to support the social, emotional, and academic growth for Foster youth.

To achieve this goal, this year's LCAP includes, but is not limited to:

- Expanding dual enrollment and CTE pathway opportunities for more students to achieve college readiness and CTE pathway completion
- Maintaining and expanding the AVID program
- Engaging parents, including family night/activities at schools, school site councils, parent teacher organizations and booster clubs, etc.
- Implementing School Innovations and Achievement's (SI&A) Attention 2 Attendance Program to target chronic absenteeism
- Implementing alternatives to suspension, such as positive behavior interventions and supports (PBIS) and restorative justice
- Improving school facilities
- Providing students with counselors to support their social-emotional learning
- Providing specific academic and social-emotional supports for Foster youth students
Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

**Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Independence High School

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Independence High School is the alternative high school for Amador County Unified School District. Students 16 years of age and older requiring an alternative educational setting to the comprehensive high school may be enrolled at Independence based on counselor referral and parent consultation.

Independence High is striving to become a trauma invested school utilizing a project based learning (PBL) pedagogy with an emphasis in career technical education (relevance for a future). This evidence-based approach is based on the premise that once students know you care (Empathy), they will begin to trust you which is key to lowering their affect and improving their behavior which, in turn, opens the door for "engagement". We know engagement (Real world-PBL) is key, so, in turn, it lowers suspension rates, and improves attendance and graduation rates. Independence High School tries to meet students where they are at and give them hope for their future (Empowerment). These 3 E's (engagement, empathy and empowerment) are the Independence High School motto and part of the Vision and Mission statement as well.

Sixty-four students were enrolled at Independence High during the 2019-20 school year, with 84.1% socioeconomically disadvantaged students, 0% English learners, and 4.5% foster youth. The ethnic breakdown was 70.5% white, 13.6% American Indian, 11.6% Hispanic, and 2.3% African American. The school is located about 2.5 miles from both Amador and Argonaut High School, the two comprehensive high schools in Amador County.

With a small student population and a high concentration of at-risk students, the staff of Independence High School focus on building trusting, supportive relationships with all students. They check in daily with all students and work with them to define short and long-term personal and academic goals. Instructional staff include an English teacher, Math teacher, and Social Science teacher; students may also enroll in Science courses at Independence. A special education teacher provides services for students with Individual Education Plans (IEPs). Placement, intake, and counselling services are provided by an alternative education counselor in cooperation with the counselors from the comprehensive high schools.

Independence High School was identified for CSI in the 2019-20 school year based on results of the 2019 California School Dashboard state indicators. Dashboard results were provided to Independence staff in February 2020 identifying criteria by which the school was designated
for CSI. Independence received a red performance color in suspension rate, the only state indicator with a large enough population to generate a rating. The suspension rate was 12.7% with a 2.8% increase from the prior year. The school met the “schools with all red indicators” criteria for CSI designation. The District applied for ESSA section 1003 funds and was awarded $170,123 to develop and implement a plan with stakeholders to improve student outcomes. School administrators and staff were notified of the CSI designation, District and site responsibilities, CSI plan requirements, and funding information.

ACUSD, in cooperation with Sacramento County Office of Education will provide oversight and support to Independence staff in developing their CSI plan. The following are examples of the support that will be provided:

- Assisting the school in developing and administering a site-level comprehensive needs assessment
- Reviewing discipline practices that provide alternatives to suspension, including Restorative Justice
- Reviewing assessments to determine areas for academic improvement, growth, and strengths
- Reviewing student discipline, attendance, and counseling records to determine if individual and/or schoolwide supports (such as SEL curriculum) should be further implemented
- Identifying additional data sources because of the lack of data due to Independence’s small school size
- Reviewing overall approach to student placement at Independence
- Reviewing course options and overall approach to course selection and grading
- Because Independence currently lacks significant stakeholder engagement, supporting establishment of a School Site Council and use grant funds for stakeholder engagement activities such as parent groups, surveys, and school community forums
- Developing a process for engaging stakeholders in evidence-based planning and decision making

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

ACUSD, in cooperation with Sacramento County Office of Education, will review the proposed actions and services from Independence High School to determine and utilize the most appropriate methods to monitor and evaluate plan implementation and effectiveness. District staff will review planned actions and services quarterly with Independence High staff to determine efficacy and effectiveness. Student attendance will be tracked regularly through Aeries as well as through participation in synchronous and asynchronous activities through each Google Classroom to assess engagement. Curriculum embedded assessments will be used to evaluate student learning progress toward standards mastery, and Aeries discipline data will be used to monitor the suspension rate. Students will also be surveyed to assess their social-emotional and mental health.

Grant funds will be disbursed to support plan implementation in accordance with grant requirements, which may include staff development, purchasing supplemental instructional materials and programs, and temporary staff support for individual students as needed.
Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During March 2021, a series of virtual stakeholder engagement meetings were conducted via Zoom for staff members, a series for families and community members, and a separate series for students, to have open discussions about the ten state priorities, current district data, on-going results from surveys, and ideas for possible future district goals, actions, or services. At the conclusion of each meeting, stakeholders were asked to complete the stakeholder engagement survey or to complete it at a time convenient to them.

The LCAP survey was also posted to the district website, along with the student achievement data and data for how the we are addressing the ten state priorities. Links to the survey were disseminated to the community via social media, email, and by phone to ensure that all community members had the chance to provide feedback. Families with limited access to technology were encouraged to pick up a paper copy of the survey at their school office.

Ultimately, the stakeholder engagement survey received 318 responses. A summary of the responses is posted to the district's website and was shared with the LCAP Advisory Committee to support LCAP development. A narrative summary of the feedback is included below.

The LCAP Advisory Committee - a group comprised of teachers, administrators, parents/guardians, and community members - met virtually from March through May 2021. This group reviewed the district's Dashboard data, the current LCAP, and the LCAP stakeholder engagement survey results, and based on all of this, made recommendations for adopting new goals and actions in the 2021-2024 LCAP.

After the first draft of the current LCAP was completed, it was shared with the District English Learner Advisory Committee (DELAC), the Amador Parent Advisory Committee (APAC), the LCAP Advisory Committee, and the Community Advisory Council (CAC) for review, feedback, and revisions.

A summary of the feedback provided by specific stakeholder groups.

Parents, community members, and staff members were consistent with the feedback they offered in the stakeholder engagement survey and community/staff meetings. Stakeholders identified the need to address the social-emotional learning needs of students, ongoing development of Multi-Tiered Systems of Support to meet the academic, behavioral, and social-emotional learning needs of all students, and to provide enrichment and electives to improve students' academic and social-emotional learning, especially to improve student achievement in the area of math.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The stakeholder engagement meetings provided a framework for discussion about how to improve educational performance related to the ten California State Priorities. Survey data and feedback meetings provided input regarding strengths, as well as needs. Survey results were
prioritized by the LCAP Advisory Committee and are directly reflected in goal 1 (academics), goal 2 (social-emotional), and all related actions and services in the 2021-2024 LCAP.

The feedback from this process impacted the LCAP in the following ways: (1) it showed a continued significant need related to social-emotional learning; (2) it emphasized the need to continue development of our Multi-Tiered System of Support to meet the needs of all students, particularly our Foster youth, Homeless students, English learners, socioeconomically disadvantaged students, and students with disabilities (SWD), and (3) it identified a significant need for increased academic achievement in the area Math, as well as a continued focus on achievement in English Language Arts.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

While our review of CA School Dashboard data for 2019 shows gains in both English language arts and Mathematics for almost all student groups, our overall performance continues to lag behind the state average in both areas. An achievement gap between the "All Students" group and our socioeconomically disadvantaged students, English learners, foster youth, homeless, and students with disabilities also exists.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Fully Credentialed and Appropriately Assigned</td>
<td>All teachers fully credentialed and properly assigned</td>
<td></td>
<td></td>
<td></td>
<td>All teachers fully credentialed and properly assigned</td>
</tr>
<tr>
<td>Standards-aligned Instructional Materials for Every Student</td>
<td>All students have their own copies of standards-aligned instructional materials</td>
<td></td>
<td></td>
<td></td>
<td>All students have their own copies of standards-aligned instructional materials</td>
</tr>
<tr>
<td>School Facilities in &quot;Good Repair&quot;</td>
<td>All facilities rated &quot;Good&quot; or better on FIT</td>
<td></td>
<td></td>
<td></td>
<td>All facilities rated &quot;Good&quot; or better on FIT</td>
</tr>
<tr>
<td>Implementation of Common Core State Standards (CCSS) for all students including how ELs will access the CCSS and English</td>
<td>Full implementation of CCSS for all students with designated and integrated ELD being provided for EL’s to</td>
<td></td>
<td></td>
<td></td>
<td>Full implementation of CCSS for all students with designated and integrated ELD being provided for EL’s to</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Language Development (ELD) standards</td>
<td>access the ELD standards</td>
<td></td>
<td></td>
<td></td>
<td>access the ELD standards</td>
</tr>
<tr>
<td>CAASPP Achievement Data</td>
<td>2018-19 Student Data</td>
<td></td>
<td></td>
<td></td>
<td>(% of students scoring &quot;Met&quot; or &quot;Exceeding&quot; standard):</td>
</tr>
<tr>
<td>English Language Arts (ELA)</td>
<td>(% of students scoring &quot;Met&quot; or &quot;Exceeding&quot; standard):</td>
<td>Overall - 47.3%</td>
<td></td>
<td></td>
<td>Overall - 53.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Socioeconomically Disadvantaged - 34.91%</td>
<td></td>
<td></td>
<td>Socioeconomically Disadvantaged - 43.91%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with disabilities - 15.18%</td>
<td></td>
<td></td>
<td>Students with disabilities - 24.18%</td>
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<tr>
<td></td>
<td></td>
<td>Hispanic students - 37.86%</td>
<td></td>
<td></td>
<td>Hispanic students - 46.86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Learners - 21.16%</td>
<td></td>
<td></td>
<td>English Learners - 30.16%</td>
</tr>
<tr>
<td>CAASPP Achievement Data</td>
<td>2018-19 Student Data</td>
<td></td>
<td></td>
<td></td>
<td>(% of students scoring &quot;Met&quot; or &quot;Exceeding&quot; standard):</td>
</tr>
<tr>
<td>Math</td>
<td>(% of students scoring &quot;Met&quot; or &quot;Exceeding&quot; standard):</td>
<td>Overall - 31.58%</td>
<td></td>
<td></td>
<td>Overall - 37.58%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Socioeconomically Disadvantaged - 21.18%</td>
<td></td>
<td></td>
<td>Socioeconomically Disadvantaged - 30.18%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with disabilities - 18.17%</td>
<td></td>
<td></td>
<td>Students with disabilities - 18.17%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
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</tr>
<tr>
<td>Students with disabilities - 9.17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hispanic students - 30.66%</td>
</tr>
<tr>
<td>Hispanic students - 21.66%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English Learners - 24.09%</td>
</tr>
<tr>
<td>English Learners - 15.09%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Successfully Completing A-G Requirements</td>
<td>Class of 2020:</td>
<td></td>
<td></td>
<td></td>
<td>Class of 2024:</td>
</tr>
<tr>
<td></td>
<td>Overall - 25.8%</td>
<td></td>
<td></td>
<td></td>
<td>Overall - 35.8%</td>
</tr>
<tr>
<td></td>
<td>Socioeconomically disadvantaged - 16.1%</td>
<td></td>
<td></td>
<td></td>
<td>Socioeconomically disadvantaged - 26.1%</td>
</tr>
<tr>
<td></td>
<td>Students with disabilities - 2.6%</td>
<td></td>
<td></td>
<td></td>
<td>Students with disabilities - 12.6%</td>
</tr>
<tr>
<td></td>
<td>Hispanic students - 10%</td>
<td></td>
<td></td>
<td></td>
<td>Hispanic students - 20%</td>
</tr>
<tr>
<td>% of students who have successfully completed CTE pathways</td>
<td>Class of 2020 (329 students in the cohort):</td>
<td></td>
<td></td>
<td></td>
<td>Class of 2024:</td>
</tr>
<tr>
<td></td>
<td>Overall - 8.2% (27 students)</td>
<td></td>
<td></td>
<td></td>
<td>Overall - 18.2%</td>
</tr>
<tr>
<td></td>
<td>Socioeconomically disadvantaged - 1.8% (8 students)</td>
<td></td>
<td></td>
<td></td>
<td>Socioeconomically disadvantaged - 11.8%</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Students with disabilities - 10%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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</tr>
<tr>
<td>Students with disabilities - 0% (0 students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hispanic students - 10.9%</td>
</tr>
<tr>
<td>Hispanic students - 0.9% (3 students)</td>
<td></td>
<td></td>
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<tr>
<td>% of English Learners who make progress toward English proficiency</td>
<td>2018-19: 54.1% of students made progress toward English proficiency</td>
<td></td>
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<td></td>
<td>2023-2024: 63.1% of students made progress toward English proficiency</td>
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<tr>
<td>EL Reclassification Rate</td>
<td>Fall 2020 ELPAC Summative Data: Reclassification Rate: 7%</td>
<td></td>
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<td>Fall 2023 ELPAC Summative Data: Reclassification Rate: 20%</td>
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<tr>
<td>% of students who pass AP exams with a score of 3 or higher</td>
<td>2019-2020: AP tests taken - 424 # of exams scoring 3+ - 238 % of exams scoring 3+ - 56%</td>
<td></td>
<td></td>
<td></td>
<td>2023-2024: % of exams scoring 3+ - 60%</td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
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<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
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<tr>
<td>High School Graduation Rate</td>
<td>Class of 2020 (4-year Cohort Rate):</td>
<td></td>
<td></td>
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<td>Class of 2024 (4-year Cohort Rate):</td>
</tr>
<tr>
<td></td>
<td>Overall - 92.7%</td>
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<td></td>
<td></td>
<td>Overall - 95.7%</td>
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<tr>
<td></td>
<td>Socioeconomically disadvantaged - 88.2%</td>
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<td></td>
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<tr>
<td></td>
<td>Students with disabilities - 90.6%</td>
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<td></td>
<td>Students with disabilities - 93.6%</td>
</tr>
<tr>
<td></td>
<td>Hispanic students - 95.5%</td>
<td></td>
<td></td>
<td></td>
<td>Hispanic students - 98.5%</td>
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<tr>
<td>Dropout Rate</td>
<td>Class of 2020:</td>
<td></td>
<td></td>
<td></td>
<td>Class of 2024:</td>
</tr>
<tr>
<td></td>
<td>Overall - 1.9%</td>
<td></td>
<td></td>
<td></td>
<td>Overall - 1%</td>
</tr>
<tr>
<td></td>
<td>Socioeconomically disadvantaged - 2.4%</td>
<td></td>
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<td></td>
<td>Socioeconomically disadvantaged - 1%</td>
</tr>
<tr>
<td></td>
<td>Students with disabilities - 0.0%</td>
<td></td>
<td></td>
<td></td>
<td>Students with disabilities - 0%</td>
</tr>
<tr>
<td></td>
<td>Hispanic students - 1.5%</td>
<td></td>
<td></td>
<td></td>
<td>Hispanic students - 1%</td>
</tr>
<tr>
<td>% of graduates who earn &quot;Prepared&quot; for</td>
<td>Class of 2020:</td>
<td></td>
<td></td>
<td></td>
<td>Class of 2024:</td>
</tr>
<tr>
<td>College/Career Indicator 2</td>
<td>Overall - 33.7%</td>
<td></td>
<td></td>
<td></td>
<td>Overall - 39.7%</td>
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<tr>
<td></td>
<td>Socioeconomically disadvantaged - 20.9%</td>
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<td></td>
<td></td>
<td>Socioeconomically disadvantaged - 26.9%</td>
</tr>
<tr>
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<tr>
<td></td>
<td>Students with disabilities - 6.5%</td>
<td></td>
<td></td>
<td></td>
<td>Students with disabilities - 12.5%</td>
</tr>
<tr>
<td></td>
<td>Hispanic students - 24.3%</td>
<td></td>
<td></td>
<td></td>
<td>Hispanic students - 30.3%</td>
</tr>
<tr>
<td>Pupils prepared for college by the EAP</td>
<td>2018-2019 CAASPP Results (11th grade testing):</td>
<td></td>
<td></td>
<td></td>
<td>2023-2024 CAASPP Results (11th grade testing):</td>
</tr>
<tr>
<td>(ELA /Math CAASPP score of 3 or higher)</td>
<td>ELA: Overall - 58.47%</td>
<td></td>
<td></td>
<td></td>
<td>ELA: Overall - 64.47%</td>
</tr>
<tr>
<td></td>
<td>Socioeconomically disadvantaged - 43.18%</td>
<td></td>
<td></td>
<td></td>
<td>Socioeconomically disadvantaged - 49.18%</td>
</tr>
<tr>
<td></td>
<td>Students with disabilities - 9.09%</td>
<td></td>
<td></td>
<td></td>
<td>Students with disabilities - 15.09%</td>
</tr>
<tr>
<td></td>
<td>Hispanic students - 50.79%</td>
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<td></td>
<td></td>
<td>Hispanic students - 56.79%</td>
</tr>
<tr>
<td></td>
<td>Math: Overall - 28.18%</td>
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<td></td>
<td></td>
<td>Math: Overall - 34.18%</td>
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<tr>
<td></td>
<td>Socioeconomically disadvantaged - 16.15%</td>
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<td>Socioeconomically disadvantaged - 22.15%</td>
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<tr>
<td></td>
<td>Students with disabilities - 0.00%</td>
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<td></td>
<td></td>
<td>Students with disabilities - 6%</td>
</tr>
<tr>
<td></td>
<td>Hispanic students - 12.90%</td>
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<td>Hispanic students - 18.9%</td>
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<tr>
<td>Metric</td>
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</tr>
<tr>
<td>Teacher Common Core State Standards (CCSS) Mastery Survey (Self-Reported)</td>
<td>&quot;Mastery&quot; of CA Standards- 12%</td>
<td></td>
<td></td>
<td></td>
<td>&quot;Mastery&quot; of CA Standards- 70%</td>
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<tr>
<td></td>
<td>&quot;Very Confident&quot; with CA Standards- 58%</td>
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<td></td>
<td></td>
<td>&quot;Very Confident&quot; with CA Standards- 15%</td>
</tr>
<tr>
<td></td>
<td>&quot;Somewhat Confident&quot; with CA Standards- 25%</td>
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<td>&quot;Somewhat Confident&quot; with CA Standards- 15%</td>
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<tr>
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<td>&quot;Minimal Confidence&quot; with CA Standards- 4%</td>
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<td></td>
<td></td>
<td>&quot;Minimal Confidence&quot; with CA Standards- 0%</td>
</tr>
<tr>
<td></td>
<td>&quot;Not at All Confident&quot; with CA Standards- 0%</td>
<td></td>
<td></td>
<td></td>
<td>&quot;Not at All Confident&quot; with CA Standards- 0%</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Elementary Teacher on Special Assignment (TOSA) to support elementary students and staff</td>
<td>$120,590.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Secondary Teacher on Special Assignment (TOSA) to support secondary students and staff</td>
<td>$116,351.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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</tr>
<tr>
<td>3</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Professional Development: AP Summer Institute</td>
<td>$10,000.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Professional Development: Universal Design for Learning (UDL)</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Professional Development: Targeted professional development for specific content areas</td>
<td>$20,000.00</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Professional Development: Principals facilitate mini professional development sessions during staff meetings</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>7</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Instructional Leadership Team: Team of teachers, administrators, and district office personnel to address the district's instructional and curricular needs</td>
<td>$4,000.00</td>
<td>No</td>
</tr>
<tr>
<td>8</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Ongoing professional development for classified staff members</td>
<td>$15,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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</tr>
<tr>
<td>9</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>New Teacher Induction: Targeted support for Year 1 and Year 2 teachers with preliminary teaching credentials</td>
<td>$65,000.00</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>New Employee Orientation: Orientation for new employees of the district to learn procedures and operations</td>
<td>$1,000.00</td>
<td>No</td>
</tr>
<tr>
<td>11</td>
<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
<td>Training on universal screeners and assessments to accurately identify and progress monitor students in need of support</td>
<td>$2,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>12</td>
<td>Provide increased and targeted English learner (EL) support</td>
<td>Maintain current EL Aide Services (3 total) and add 2 additional aides (effective 2021-22): Instructional aides to assist students who are English learners</td>
<td>$136,144.00</td>
<td>Yes</td>
</tr>
<tr>
<td>13</td>
<td>Provide increased and targeted English learner (EL) support</td>
<td>English Learner Home/School Liaison: Bilingual employee to offer translation services and serve as a liaison between schools and parents/guardians</td>
<td>$61,485.00</td>
<td>Yes</td>
</tr>
<tr>
<td>14</td>
<td>Provide increased and targeted English learner (EL) support</td>
<td>English Language Development (ELD) Supplementary Materials: Additional academic materials to assist English learners with their English-language development</td>
<td>$20,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>15</td>
<td>Provide increased and targeted English learner (EL) support</td>
<td>0.5 FTE High School Guidance Counselor for EL Support: Bilingual guidance counselor to offer academic guidance to English learners</td>
<td>$41,830.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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</tr>
<tr>
<td>16</td>
<td>Provide increased and targeted English learner (EL) support</td>
<td>0.5 FTE Elementary Principal for EL program leadership and support for English learner students: Principal to assist the district with English learner testing, English learner professional development for staff, etc.</td>
<td>$65,354.00</td>
<td>Yes</td>
</tr>
<tr>
<td>17</td>
<td>Provide increased and targeted English learner (EL) support</td>
<td>Designated English Language Development (ELD) sections for junior highs and high schools in master schedule</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>18</td>
<td>Provide increased and targeted English learner (EL) support</td>
<td>Professional development for staff to stay current on English-language acquisition strategies and ELD</td>
<td>$10,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>19</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>MTSS committees (academic, assessment, forms, social-emotional, behavioral) to refine and support implementation</td>
<td>$4,000.00</td>
<td>No</td>
</tr>
<tr>
<td>20</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>MTSS Coordinator at each school site</td>
<td>$14,588.00</td>
<td>Yes</td>
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<tr>
<td>Action #</td>
<td>Title</td>
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<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>21</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>Illuminate Online Platform for assessment and progress monitoring data</td>
<td>$55,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>22</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>Intervention Teachers for every school</td>
<td>$697,754.00</td>
<td>Yes</td>
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<tr>
<td>23</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>Summer School (Secondary)</td>
<td>$5,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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<tr>
<td>24</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>Summer School (Elementary)</td>
<td>$5,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>25</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>Provide instructional assistants in TK and Kindergarten classrooms</td>
<td>$233,668.00</td>
<td>Yes</td>
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<tr>
<td>26</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>Elementary Principals (0.5 FTE of 2 positions for district MTSS leadership and support in the areas of chronic absenteeism reduction, alternatives to suspension, safe and healthy schools, social-emotional learning, and more)</td>
<td>$134,503.00</td>
<td>Yes</td>
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<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
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<tr>
<td>27</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>LCFF Supplemental funding allocations to each school for site-specific MTSS support</td>
<td>$150,000.00</td>
<td>Yes</td>
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<tr>
<td>28</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>Co-teaching professional development, collaboration, and demonstration site-visits to support implementation so that students with disabilities receive their education in the general education setting to the greatest extent possible</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>29</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>1.0 FTE - School Psychologist to support students in need of assessment - COE Supplemental</td>
<td>$111,139.00</td>
<td>No</td>
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<tr>
<td>Action #</td>
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<tr>
<td></td>
<td></td>
<td>growth for all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Principal Coaching to support high-quality instruction</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>31</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Edgenuity Online Curriculum Platform</td>
<td>$33,000.00</td>
<td>No</td>
</tr>
<tr>
<td>32</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>College / Career Readiness Software for Career Technicians to increase awareness of student options</td>
<td>$10,000.00</td>
<td>No</td>
</tr>
<tr>
<td>33</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Chromebook Refresh to maintain and increase current ratio of Chromebooks per student, and ensure all unduplicated pupils have access to a device and connectivity</td>
<td>$240,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>34</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Textbook Adoptions to stay current with state-adopted materials</td>
<td>$30,000.00</td>
<td>No</td>
</tr>
<tr>
<td>35</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>After school enrichment programs and ways to engage in fun mathematics, arts, or other activities such as robotics, coding, 3D printing, academic decathlon, etc.</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
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<td>Description</td>
<td>Total Funds</td>
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</tr>
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</tr>
<tr>
<td>36</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Arts Education (allocations to each school for arts disciplines (theater, dance, music, etc.) for school-specific needs)</td>
<td>$82,500.00</td>
<td>No</td>
</tr>
<tr>
<td>37</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Professional development in the arts</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>38</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Music/Band Teacher</td>
<td>$76,180.00</td>
<td>No</td>
</tr>
<tr>
<td>39</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>After-school tutoring, including transportation home afterward</td>
<td>$176,957.00</td>
<td>No</td>
</tr>
<tr>
<td>40</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Collaborative committee to consider adopting standards-based, equitable grading practices at the secondary level</td>
<td>$2,500.00</td>
<td>No</td>
</tr>
<tr>
<td>41</td>
<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
<td>Support for students needing transportation routes in outlying areas to/from school that would not otherwise be available</td>
<td>$277,259.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Our review of the California Healthy Kids Survey data indicates a continued significant need to support the social-emotional and mental health needs of our students, as well as a need to increase connectedness with the school, staff, and peers. Social-emotional support is also the area that received the most comments and support throughout the stakeholder engagement process.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism Rate (K-12)</td>
<td>2018-2019: Overall - 14.6% Socioeconomically disadvantaged - 21.1% Students with disabilities - 21.0% Hispanic students - 15.4%</td>
<td></td>
<td></td>
<td></td>
<td>2023-2024: Overall - 11.6% Socioeconomically disadvantaged - 15.1% Students with disabilities - 15.0% Hispanic students - 12.4%</td>
</tr>
<tr>
<td>School Safety and Connectedness (California Healthy Kids Survey)</td>
<td>2019-2020: 5th Grade School Connectedness - 68%</td>
<td></td>
<td></td>
<td></td>
<td>2023-2024: 5th Grade School Connectedness - 77%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Students motivated academically?</td>
<td>- 81%</td>
<td></td>
<td></td>
<td></td>
<td>Students motivated academically? - 90%</td>
</tr>
<tr>
<td>Caring adults at school?</td>
<td>- 65%</td>
<td></td>
<td></td>
<td></td>
<td>Caring adults at school? - 74%</td>
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<tr>
<td>Feel safe at school?</td>
<td>- 76%</td>
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<td></td>
<td></td>
<td>Feel safe at school? - 85%</td>
</tr>
<tr>
<td>7th Grade School</td>
<td>Connectedness - 52%</td>
<td></td>
<td></td>
<td></td>
<td>7th Grade School</td>
</tr>
<tr>
<td></td>
<td>Students motivated academically? - 66%</td>
<td></td>
<td></td>
<td></td>
<td>Connectedness - 61%</td>
</tr>
<tr>
<td></td>
<td>Caring adults at school? - 61%</td>
<td></td>
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<td></td>
<td>Students motivated academically? - 75%</td>
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<tr>
<td></td>
<td>Feel safe at school? - 42%</td>
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<td></td>
<td>Caring adults at school? - 70%</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Feel safe at school? - 51%</td>
</tr>
<tr>
<td>9th Grade School</td>
<td>Connectedness - 56%</td>
<td></td>
<td></td>
<td></td>
<td>9th Grade School</td>
</tr>
<tr>
<td></td>
<td>Students motivated academically? - 62%</td>
<td></td>
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<td></td>
<td>Connectedness - 65%</td>
</tr>
<tr>
<td></td>
<td>Caring adults at school? - 53%</td>
<td></td>
<td></td>
<td></td>
<td>Students motivated academically? - 71%</td>
</tr>
<tr>
<td></td>
<td>Feel safe at school? - 55%</td>
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<td></td>
<td>Caring adults at school? - 62%</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Feel safe at school? - 64%</td>
</tr>
<tr>
<td></td>
<td>Students motivated academically? - 70%</td>
<td></td>
<td></td>
<td></td>
<td>Connectedness - 68%</td>
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<tr>
<td></td>
<td>Caring adults at school? - 67%</td>
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<td></td>
<td>Students motivated academically? - 79%</td>
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<td></td>
<td>Caring adults at school? - 76%</td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>Feel safe at school?</td>
<td>- 63%</td>
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<td>Feel safe at school? - 72%</td>
</tr>
<tr>
<td>Suspension Rates</td>
<td>2018-2019:</td>
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<td></td>
<td></td>
<td>2023-2024</td>
</tr>
<tr>
<td>Overall - 5.7%</td>
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<td></td>
<td>Overall - 2.7%</td>
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<tr>
<td>Socioeconomically disadvantaged - 8.1%</td>
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<td>Socioeconomically disadvantaged - 3.1%</td>
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<tr>
<td>Students with disabilities - 9.4%</td>
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<td></td>
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<td>Students with disabilities - 3.4%</td>
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<tr>
<td>Hispanic students - 4.5%</td>
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<td>Hispanic students - 1.5%</td>
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<td>Expulsion Rate</td>
<td>2019-2020:</td>
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<td>2023-2024</td>
</tr>
<tr>
<td>Overall - 0%</td>
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<td></td>
<td>Overall - 0%</td>
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<tr>
<td>Physical Fitness Test</td>
<td>2018-2019:</td>
<td></td>
<td></td>
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<td>2023-2024</td>
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<tr>
<td>5th grade students in Healthy Fitness Zone:</td>
<td></td>
<td></td>
<td></td>
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<td>5th grade students in Healthy Fitness Zone:</td>
</tr>
<tr>
<td>Aerobic Capacity - 54.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aerobic Capacity - 60.8%</td>
</tr>
<tr>
<td>Body Composition - 68.3%</td>
<td></td>
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<td></td>
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<td>Body Composition - 74.3%</td>
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<tr>
<td>7th grade students in Healthy Fitness Zone:</td>
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<td>7th grade students in Healthy Fitness Zone:</td>
</tr>
<tr>
<td>Aerobic Capacity - 69.6%</td>
<td></td>
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<td></td>
<td>Aerobic Capacity - 75.6%</td>
</tr>
<tr>
<td>Body Composition - 69.6%</td>
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<td></td>
<td></td>
<td>Body Composition - 75.6%</td>
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<tr>
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<tr>
<td>9th grade students in Healthy Fitness Zone:</td>
<td>64.2%</td>
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<td></td>
<td>70.2%</td>
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<tr>
<td>Aerobic Capacity</td>
<td>63.2%</td>
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<td>69.2%</td>
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<tr>
<td>Body Composition</td>
<td></td>
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<tr>
<td>College-Going Rate</td>
<td>Class of 2018 (311 high school completers):</td>
<td></td>
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<td>Class of 2024:</td>
</tr>
<tr>
<td></td>
<td>Overall - 49.2%</td>
<td></td>
<td></td>
<td></td>
<td>Overall - 60%</td>
</tr>
<tr>
<td></td>
<td>Socioeconomically disadvantaged - 42.3%</td>
<td></td>
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<td></td>
<td>Socioeconomically disadvantaged - 55%</td>
</tr>
<tr>
<td></td>
<td>Students with disabilities - 18.5%</td>
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<td></td>
<td>Students with disabilities - 30%</td>
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<tr>
<td></td>
<td>Hispanic students - 44.8%</td>
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<td>Hispanic students - 55%</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>2019-2020:</td>
<td></td>
<td></td>
<td></td>
<td>2023-2024:</td>
</tr>
<tr>
<td></td>
<td>Overall - 94.02%</td>
<td></td>
<td></td>
<td></td>
<td>Overall - 97.02%</td>
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<tr>
<td>Parent Involvement</td>
<td>2019-2020 (Data from CA School Parent Survey):</td>
<td></td>
<td></td>
<td></td>
<td>2023-2024 (Data from CA School Parent Survey):</td>
</tr>
<tr>
<td></td>
<td>School allows input and welcomes</td>
<td></td>
<td></td>
<td></td>
<td>School allows input and welcomes</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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</tr>
<tr>
<td>parents' contributions 28%</td>
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<td></td>
<td></td>
<td>parents' contributions 40%</td>
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<tr>
<td>School encourages me to be an active partner with the school in educating my child 33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School encourages me to be an active partner with the school in educating my child 45%</td>
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<tr>
<td>School actively seeks the input of parents before making important decisions 18%</td>
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<td></td>
<td></td>
<td>School actively seeks the input of parents before making important decisions 30%</td>
</tr>
<tr>
<td>Parents feel welcome to participate at this school 27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parents feel welcome to participate at this school 39%</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>Monitor the impact of newly adopted high school graduation requirements, ensure high school course offerings are a-g approved, and increase student awareness of a-g requirements to increase the percentage of students who meet a-g requirements upon graduation</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>Offer college-readiness seminars, scholarship information sessions, and FAFSA workshops to students and families in grades 8-12</td>
<td>$1,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>3</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>Continue to expand CTE pathway opportunities for students in order to continually increase the percentage of CTE pathway completers each year</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>Maintain AVID program (7th grade through 10th grade)</td>
<td>$136,403.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>Expand AVID program through 12th grade by 2022-2023 school year, including summer institute for all</td>
<td>$62,176.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>Expand AVID to elementary schools</td>
<td>$5,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>Turnitin.com licenses to serve as a plagiarism checker for high school students</td>
<td>$6,500.00</td>
<td>No</td>
</tr>
<tr>
<td>8</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>CTE TOSA (K-12 Strong Workforce Program grant-funded)</td>
<td>$100,519.00</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>CTE curriculum for grades 4-8 (K-12 Strong Workforce Program grant-funded)</td>
<td>$80,000.00</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and</td>
<td>Family Nights/Activities (Schools)</td>
<td>$6,773.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
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<tr>
<td>11</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>Family Resource Centers (at least one computer dedicated for family use) to ensure equitable access to resources (Schools)</td>
<td>$6,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>12</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>School Site Councils</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>13</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>Parent Teacher Organizations and Booster Clubs</td>
<td>$0.00</td>
<td>No</td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
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<tr>
<td>14</td>
<td>Amador Parent Advisory Committee (APAC) (District)</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>16</td>
<td>AERIES Parent Portal and Aeries Parent Square - Training for ALL parents about it and its uses</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>$21,000.00</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Strategic Plan Stakeholder Team to revisit and update the current strategic plan (District)</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>$7,500.00</td>
<td></td>
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<tr>
<td>Action #</td>
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<td>families of low-income students, foster youth, and English learners in the educational process of their children.</td>
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<tr>
<td>18</td>
<td></td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>Community Advisory Committee (CAC) for families of students with IEPs</td>
<td>$0.00</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>Implement School Innovations and Achievement's (SI&amp;A) &quot;Attention 2 Attendance&quot; program to target chronic absenteeism (ESSER III)</td>
<td>$35,500.00</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>Where Everyone Belongs (WEB) and Link Crew (Secondary) to support student transitions to junior high and high school campuses</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Further develop and strengthen Positive Behavior Interventions &amp; Supports (PBIS) -- professional development and increased implementation in MTSS Tiers 2 and 3</td>
<td></td>
<td>$5,000.00</td>
</tr>
<tr>
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<tr>
<td>22</td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>Restorative Justice (alternatives to suspension) - training and increased implementation</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>23</td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>Professional Development in trauma-informed practices</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>24</td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>ALICE Active Shooter Training - District-wide training and plan</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>25</td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>Associated Student Body (High School)</td>
<td>$8,000.00</td>
<td>No</td>
</tr>
<tr>
<td>26</td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>Student Leadership (such as student council, lunch-time clubs, Kindness Clubs, student board members)</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>27</td>
<td>Further develop and strengthen breaking down the walls or similar programs to break traditional barriers between students (Secondary)</td>
<td></td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
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<td>Total Funds</td>
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<tr>
<td>28</td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>Junior High Instructional Administrators x 2 (1.0 FTE each)</td>
<td>$220,000.00</td>
<td>No</td>
</tr>
<tr>
<td>29</td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>Improvements to school facilities (Federal COVID relief funding, deferred maintenance fund)</td>
<td>$1,600,000.00</td>
<td>No</td>
</tr>
<tr>
<td>30</td>
<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
<td>Provide rehabilitation counseling services for expelled youth to support the transition back to comprehensive school campuses</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>31</td>
<td>Offer multiple resources for students to promote their social-emotional well-being and mental health.</td>
<td>Counselors to support student social-emotional well-being so that all students have access to a counselor (4 FTE)</td>
<td>$332,192.00</td>
<td>No</td>
</tr>
<tr>
<td>32</td>
<td>Offer multiple resources for students to promote their social-emotional well-being and mental health.</td>
<td>Increase counselors for social-emotional needs at all levels (2 FTE funded through state and federal COVID relief)</td>
<td>$166,092.00</td>
<td>No</td>
</tr>
<tr>
<td>33</td>
<td>Offer multiple resources for</td>
<td>Social Emotional Curriculum and related professional development</td>
<td>$15,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>34</td>
<td>Offer multiple resources for students to promote their social-emotional well-being and mental health.</td>
<td>Mental health therapists to support students with needs beyond what school counselors can address (funded through state and federal COVID relief)</td>
<td>$166,096.00</td>
<td>No</td>
</tr>
<tr>
<td>35</td>
<td>Offer multiple resources for students to promote their social-emotional well-being and mental health.</td>
<td>High quality nutritional food offerings for students</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>36</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Foster Liaison position to provide a high level of support in all areas for Foster youth - Foster Youth Services Coordinated Plan (FYSCP) Grant</td>
<td>$119,056.00</td>
<td>Yes</td>
</tr>
<tr>
<td>37</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Counselor support for Foster youth to assist with case management - (FYSCP Grant- cost reflected in action above)</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>38</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Facilitate transportation arrangements to assist Foster Youth in maintaining their school of origin</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>39</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Collaborate with teachers, principals, counselors, and office staff to support Foster Youth with educational case management</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>40</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Collaborate with Child Welfare Services representatives to ensure a smooth transition for Foster youth and that placements are timely and appropriate</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.56%</td>
<td>$2,995,173</td>
</tr>
</tbody>
</table>

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For goal 1, action 11, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that the training on universal screeners and assessments to accurately identify and monitor students in need of support provides a significant level of support to these student groups. Our analysis of CA School Dashboard data shows these three student groups performing below the "all students" group in English language arts and mathematics. Having accurate assessment information and progress monitoring expertise will greatly assist school staff in meeting the academic needs of these student groups. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for these student groups than in these same areas for all other students.

For goal 1, action 12, after assessing the needs, conditions, and circumstances of our English learners, we have determined that the bilingual aides provide a significant level of support to this student group. Our analysis of Dashboard data shows that while the CAASPP scores increased for English learners in both English language arts and mathematics, they are still below the scores of the "all Students" group. The bilingual aides support our English learners with both English language arts and mathematics. We expect this action to have a significant impact on the ELA and Math CAASPP scores for our English Learners, and expect more growth for them than the other student groups as a result.

For goal 1, action 13, an analysis of our parent survey data, as well as feedback received at DELAC meetings reveals that our English learner families want to be more involved in the decision making and the educational process, but they need more translation services and help navigating the school system. The English learner home / school liaison will provide a significant level of support to our English learner families in being connected with the school. We expect to see the family engagement data and California Healthy Kids Survey data for our English learner families and the feedback received at DELAC meetings to increase positively as a result of the efforts of the English learner home / school liaison.
For goal 1, action 14, after assessing the needs, conditions, and circumstances of our English learners, we have determined that additional supplementary English language development (ELD) materials will provide a significant level of support to this student group. Our analysis of Dashboard data shows that while the CAASPP scores increased for English learners in both English language arts and mathematics, they are still below the scores of the "All Students" group. Additional ELD supplemental materials will provide support primarily in the area of English language arts, but will also have a positive effect in all content areas, including mathematics. We expect this action to have a significant impact on the ELA and Math CAASPP scores for our English Learners, and expect more growth for them than the other student groups as a result.

For goal 1, action 15, after assessing the needs, conditions, and circumstances of our English learners, we have determined that the .5 FTE high school guidance counselor for EL support will provide a significant level of support to this student group. Our analysis of Dashboard data shows that while the CAASPP scores increased for English learners in both English language arts and mathematics, they are still below the scores of the "All Students" group. The 11th grade CAASPP scores are of particular concern with English learners scoring significantly lower than the all students group. The .5 FTE high school guidance counselor will provide support to English learner students by assisting with course selections and helping to ensure they have the academic supports they need to be successful. We expect this action to have a significant impact on the ELA and Math CAASPP scores for our English Learners, and expect more growth for them than the other student groups as a result.

For goal 1, action 16, after assessing the needs, conditions, and circumstances of our English learners, we have determined that the .5 FTE elementary Principal for EL program leadership and support for English learner students is the best use of funds to provide a significant level of support to this student group. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on our English learners in the areas of increased achievement in English language arts and mathematics, reclassification rate, and progress toward English language proficiency. The .5 FTE elementary Principal for EL program leadership supports our English learners with things such as helping with ELPAC testing, planning professional development in English Language Development (ELD) strategies, facilitating a curriculum pilot for supplemental designated ELD materials, coordinating DELAC and ELAC meetings, working closely with the English learner home school liaison, and disaggregating assessment data by subgroup and facilitating collaborative conversations about strategies to target specific subgroups performing below the all students group. We expect the lower CAASPP English language arts and math scores, reclassification rate, and progress toward English language proficiency for our English learners to increase at a greater pace than the all students group as a result of the .5 FTE elementary Principal for EL program leadership and support.

For goal 1, action 17, after assessing the needs, conditions, and circumstances of our English learners, we have determined that the Designated English Language Development (ELD) sections for junior highs and high schools in the master schedule will provide a significant level of support to this student group. Our analysis of Dashboard data shows that while the CAASPP scores increased for English learners in both English language arts and mathematics, they are still below the scores of the "All Students" group. The 7th, 8th, and 11th grade CAASPP scores are of particular concern, with English learners scoring significantly lower than the all students group. The Designated English Language Development (ELD) sections for junior highs and high schools in the master schedule will provide support to English learner students by providing a dedicated time for them to receive designated English language development instruction, as well as other academic supports they need to be successful. We expect this action to have a significant impact on the ELA and Math CAASPP scores for our English Learners in grades 7-12, and expect more growth for them than the other student groups as a result.

For goal 1, action 18, after assessing the needs, conditions, and circumstances of our English learners, we have determined that the Professional development for staff to stay current on English-language acquisition strategies and ELD will provide a significant level of
support to this student group. Our analysis of Dashboard data shows that while the CAASPP scores increased for English learners in both English language arts and mathematics, they are still below the scores of the "All Students" group. Professional development for staff to stay current on English-language acquisition strategies and ELD will provide support to English learner students by providing staff with research-based strategies that have been proven to be most successful in meeting the needs of English learner students. We expect this action to have a significant impact on the ELA and Math CAASPP scores, reclassification rate, and progress toward English language proficiency for our English Learners, and expect more growth for them than the other student groups as a result.

For goal 1, action 20, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that the MTSS Coordinator at each school site provides a significant level of support to these student groups. Our analysis of Dashboard data shows these three student groups performing below the "all students" group in English language arts and mathematics. A primary responsibility of the MTSS Coordinator will be to review the assessment and progress monitoring data, particularly for our English learners, socioeconomically disadvantaged students, and foster youth. Using this data, the MTSS Coordinator will be able to work with the school support team to implement the most effective research-based strategies and programs to meet their needs. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our English learners, socioeconomically disadvantaged students, and foster youth than in these same areas for all other students.

For goal 1, action 21, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that the Illuminate Online Platform for assessment and progress monitoring data provides a significant level of support to these student groups. Our analysis of Dashboard data shows these three student groups performing below the "all students" group in English language arts and mathematics. The Illuminate Online Platform for assessment and progress monitoring data will provide the assessment data needed in order to effectively monitor the progress of students toward proficiency, particularly our English learners, socioeconomically disadvantaged students, and foster youth. Using this data, we will be able to work with the school support team to implement the most effective strategies and programs to meet their needs. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students.

For goal 1, action 22, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that intervention teachers for every school provides a significant level of support to these student groups. Our analysis of Dashboard data shows these three student groups performing below the "all students" group in English language arts and mathematics. The intervention teachers will support our socioeconomically disadvantaged students, English learners, and foster youth with things such as implementing research-based programs and strategies that have been proven to be effective, providing targeted small group instruction, helping with ELPAC testing, disaggregating assessment data by subgroup and facilitating collaborative conversations about strategies to target specific subgroups performing below the all students group. While this service is being provided on an LEA-wide basis, we expect the CAASPP English language arts and math scores, high school graduation rate, % of graduates who earn "prepared" on the college and career indicator, pupils prepared for college by the EAP (ELA / Math CAASPP score of 3 or higher), English learner reclassification rate, and progress toward English language proficiency for English learners to increase at a greater pace for our unduplicated pupil groups than the "all students" group as a result of the intervention teachers for every school.

For goal 1, actions 23 and 24, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that summer school for elementary and secondary students provides a significant level of support to these student groups. Our analysis of Dashboard data shows these three student groups performing below...
the "all students" group in English language arts and mathematics. The summer school program for elementary and secondary students will provide the extra learning time and research-based interventions needed in order to effectively move students toward proficiency, particularly our English learners, socioeconomically disadvantaged students, and foster youth. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores, high school graduation rate, % of graduates who earn "prepared" on the college and career indicator, pupils prepared for college by the EAP (ELA / Math CAASPP score of 3 or higher), English learner reclassification rate, and progress toward English language proficiency for English learners to increase at a greater pace for our unduplicated pupil groups than the "all students" group as a result.

For goal 1, action 25, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that providing instructional assistants in TK and Kindergarten classrooms provides a significant level of support to these student groups. Our analysis of local assessment data from our grades TK-6 assessment plan, including the Results BPST, running record reading level, letter and number recognition and writing, and writing samples shows these three student groups typically performing below other student groups. The instructional assistants in TK and Kindergarten classrooms will support our socioeconomically disadvantaged students, English learners, and foster youth with things such as implementing research-based programs and strategies that have been proven to be effective to address areas of identified need, providing targeted small group instruction, or providing individual assistance. While this service is being provided on an LEA-wide basis, we expect the Results BPST, running record reading level, letter and number recognition and writing, and writing samples, and ultimately the CAASPP English language arts and math scores beginning in 3rd grade to increase at a greater pace for our unduplicated pupil groups than the "all students" group as a result of the instructional assistants in TK and Kindergarten classrooms.

For goal 1, action 26, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that Elementary Principals (0.5 FTE of 2 positions for district MTSS leadership and support in the areas of chronic absenteeism reduction, alternatives to suspension, safe and healthy schools, social-emotional learning, and more) provides a significant level of support to these student groups. Our analysis of Dashboard data shows socioeconomically disadvantaged students and foster youth having a higher chronic absenteeism rate than the "all students" group and socioeconomically disadvantaged students having a higher suspension rate than the "all students group". A review of California Healthy Kids Survey data shows that English learners, socioeconomically disadvantaged students, and foster youth have lower levels of school connectedness than their peers. The primary responsibility of the elementary Principals (0.5 FTE of 2 positions for district MTSS leadership and support in the areas of chronic absenteeism reduction, alternatives to suspension, safe and healthy schools, social-emotional learning, and more) will be to target these data points for these specific student groups and implement research-based interventions to support them. While this service is being provided on an LEA-wide basis, we expect to our socioeconomically disadvantaged students, English learners, and foster youth to make greater gains when it comes to chronic absenteeism, suspension rate, and California Healthy Kids Survey data as a result.

For goal 1, action 27, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that LCFF Supplemental funding allocations to each school for site-specific MTSS support provides a significant level of support to these student groups. Our analysis of Dashboard data shows these three student groups performing below the "all students" group in English language arts and mathematics CAASPP scores, socioeconomically disadvantaged students and foster youth having a higher chronic absenteeism rate than the "all students" group, socioeconomically disadvantaged students having a higher suspension rate than the "all students group", socioeconomically disadvantaged students have a lower high school graduation rate, a lower percentage of students "prepared" on the college and career indicator, and a lower college going rate than the "all students" group. A review of California Healthy Kids Survey data shows that English learners, socioeconomically disadvantaged students,
and foster youth have lower levels of school connectedness than their peers. The LCFF supplemental finding allocations to each school for site-specific MTSS support will allow each individual school to implement supports specific to the needs of their individual students based on the needs assessment conducted at the beginning of each school year. The funding allocations will be used to implement research-based interventions to support all students, but particularly socioeconomically disadvantaged, English learners and foster students. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students, and that our socioeconomically disadvantaged students, English learners, and foster youth will make greater gains when it comes to chronic absenteeism, suspension rate, and California Healthy Kids Survey data, and that socioeconomically disadvantaged students will have increased high school graduation rate, an increased percentage of students "prepared" on the college and career indicator, and a greater increased college going rate than the "all students" group as a result.

For goal 1, action 33, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that the Chromebook refresh to maintain and increase current ratio of Chromebooks per student, and ensure all unduplicated pupils have access to a device and connectivity provides a significant level of support to these student groups. Our analysis of Dashboard data shows these three student groups performing below the "all students" group in English language arts and mathematics, the socioeconomically disadvantaged group having a lower "prepared" for college and career rate and a lower high school graduation rate than the "all students" group. Providing access to devices and internet connectivity is a crucial support for these student groups to level the playing field. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores, the "prepared" for college and career rate, and the graduation rate, for these student groups than in these same areas for all other students.

For goal 1, action 41, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that the support for students needing transportation routes in outlying areas to/from school that would not otherwise be available provides a significant level of support to these student groups. Our analysis of Dashboard data shows that socioeconomic disadvantaged students and foster youth have a higher chronic absenteeism rate than the "all students" group and the chronic absenteeism rate for English learners increased by 2.4% in 2019. Providing transportation routes in outlying areas to/from school that would not otherwise be available is a crucial support for these student groups in helping ensure they have the ability to get to school. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the chronic absenteeism rate for these student groups than for all other students.

For goal 2, action 2, after assessing the needs, conditions, and circumstances of our socioeconomically disadvantaged students, we have determined that offering college-readiness seminars, scholarship information sessions, and FAFSA workshops to students and families in grades 8-12 provides a significant level of support to this student group. Our analysis of Dashboard data and college going data shows that socioeconomically disadvantaged students have a lower high school graduation rate, a lower percentage of students "prepared" on the college and career indicator, and a lower college going rate than the "all students" group. Providing college-readiness seminars, scholarship information sessions, and FAFSA workshops to students and families in grades 8-12 is a crucial support for our socioeconomically disadvantaged students. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the high school graduation rate, the percentage of students "prepared" on the college/career indicator, and the college going rate for socioeconomically disadvantaged students than for all other student groups.

For goal 2, actions 4, 5, and 6, after assessing the needs, conditions, and circumstances of our socioeconomically disadvantaged students, English learners, and foster youth, we have determined that maintaining and expanding the AVID program provides a significant level of
support to these student groups. Our analysis of Dashboard data and local data, including A-G completion rate and college going data shows that socioeconomically disadvantaged students have a lower high school graduation rate, a lower percentage of students "prepared" on the college and career indicator, a lower percentage of students completing A-G requirements, and a lower college going rate than the "all students" group. Maintaining and expanding the AVID program is a crucial support for our socioeconomically disadvantaged students to change this data. AVID has been proven to assist with reducing the chronic absenteeism rate, reducing the suspension rate, increasing the graduation rate and rate of students "prepared" for the college/career indicator, and raising the achievement levels in English language arts and mathematics. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the high school graduation rate, the percentage of students "prepared" on the college/career indicator, the percentage of students successfully completing A-G requirements, the college going rate, the chronic absenteeism rate, the suspension rate, and CAASPP scores for English language arts and mathematics for socioeconomically disadvantaged students than for all other student groups.

For goal 2, action 11, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that the Family Resource Centers (at least one computer dedicated for family use) to ensure equitable access to resources (Schools) provides a significant level of support to these student groups. Our analysis of California School Parent Survey data shows significant room for improvement for all student groups in the areas of encouraging families to be an active partner in educating their child, seeking the input of families before making important decisions, parents feeling welcome to participate at school, and allowing and welcoming parents’ contributions. Providing Family Resource Centers (at least one computer dedicated for family use) to ensure equitable access to resources (Schools) is a crucial support for our unduplicated pupils and their families to feel welcome and a part of the school environment. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the parent involvement data for our unduplicated student groups than for all other student groups.

For goal 2, action 15, after assessing the needs, conditions, and circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we have determined that the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) provide a significant level of support to this student group. Our analysis of California School Parent Survey data shows significant room for improvement for all student groups, including English learners, in the areas of encouraging families to be an active partner in educating their child, seeking the input of families before making important decisions, parents feeling welcome to participate at school, and allowing and welcoming parent’s contributions. Providing English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) is a crucial support for our English learner families to feel welcome and part of the school environment. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the parent involvement data for our English learner families than for the other student groups.

For goal 2, action 36, after assessing the needs, conditions, and circumstances of our Foster youth, we have determined that the Foster Liaison position to provide a high level of support in all areas for Foster youth provides a significant level of support to this student group. Foster youth are our most at-risk and vulnerable student population. Our analysis of CA School Dashboard data shows Foster youth performing significantly below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. The Foster Liaison position is crucial for our Foster youth to provide support in all academic and social-emotional areas and to have a dedicated person to advocate for them and link them to the appropriate resources to meet their needs. We are confident that this action and service directed specifically to our Foster youth is the most appropriate use of these funds, and we expect it will have a more significant positive impact on the English language arts and mathematics CAASPP scores and chronic absenteeism rate for Foster youth than for the other student groups.
For goal 2, action 37, after assessing the needs, conditions, and circumstances of our Foster youth, we have determined that the counselor support for Foster youth to assist with case management provides a significant level of support to this student group. Foster youth are our most at-risk and vulnerable student population. Our analysis of CA School Dashboard data shows Foster youth performing significantly below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. Providing counselor support for Foster youth to assist with case management is a crucial support for this student group. We are confident that this action and service will have a more significant positive impact on the California Healthy Kids Survey data, English language arts and mathematics CAASPP scores, and chronic absenteeism rate for Foster youth than for the other student groups.

For goal 2, action 38, after assessing the needs, conditions, and circumstances of our Foster youth, we have determined that facilitating transportation arrangements to assist Foster Youth in maintaining their school of origin provides a significant level of support to this student group. Foster youth are our most at-risk and vulnerable student population. Our analysis of CA School Dashboard data shows Foster youth having a higher chronic absenteeism rate than the "all students" group. Facilitating transportation arrangements to assist Foster Youth in maintaining their school of origin is a crucial support in helping ensure they have the ability to get to school and do not have to endure additional trauma by changing schools. We are confident that this action and service will have a significant positive impact on the California Healthy Kids Survey data and the chronic absenteeism rate for Foster youth.

For goal 2, action 39, after assessing the needs, conditions, and circumstances of our Foster youth, we have determined that the Foster liaison collaborating with teachers, principals, counselors, and office staff to support Foster Youth with educational case management provides a significant level of support to this student group. Foster youth are our most at-risk and vulnerable student population. Our analysis of CA School Dashboard data shows Foster youth performing significantly below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. The Foster liaison collaborating with teachers, principals, counselors, and office staff to support Foster Youth with educational case management is a crucial support for this student group in all academic and social-emotional areas. We are confident that this action and service will have a more significant positive impact on the California Healthy Kids Survey data, the English language arts and mathematics CAASPP scores, and the chronic absenteeism rate for Foster youth than for the other student groups.

For goal 2, action 40, after assessing the needs, conditions, and circumstances of our Foster youth, we have determined that collaborating with Child Welfare Services representatives to ensure a smooth transition for Foster youth and that placements are timely and appropriate provides a significant level of support to this student group. Foster youth are our most at-risk and vulnerable student population. Our analysis of CA School Dashboard data shows Foster youth performing significantly below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. Collaborating with Child Welfare Services representatives to ensure a smooth transition for Foster youth and that placements are timely and appropriate is a crucial support. Transitioning from one home to another is a difficult process, and ensuring placements are timely and appropriate is a great benefit to helping our foster youth feel comfortable and meet basic needs in order to allow them to focus on academics and being a member of the school community. We are confident that this action and service will have a significant positive impact on the California Healthy Kids Survey data, the English language arts and mathematics CAASPP scores and the chronic absenteeism rate for Foster youth.

For goal 2, action 41, after assessing the needs, conditions, and circumstances of our Foster youth, we have determined that the working with the Foster Youth Executive Advisory Council to coordinate and plan school services provides a significant level of support to this student group. Foster youth are our most at-risk and vulnerable student population. Our analysis of CA School Dashboard data shows Foster youth performing significantly below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. Working with the Foster Youth Executive Advisory Council to coordinate and
plan school services is a crucial support for their social-emotional and academic needs. We are confident that this action and service will have a significant positive impact on the California Healthy Kids Survey data, the English language arts and mathematics CAASPP scores, and the chronic absenteeism rate for Foster youth.

For goal 2, action 42, after assessing the needs, conditions, and circumstances of our Foster youth, we have determined that the materials to support the unique needs of Foster youth - COE Supplemental provides a significant level of support to this student group. Foster youth are our most at-risk and vulnerable student population. Our analysis of CA School Dashboard data shows Foster youth performing significantly below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. Providing materials to support the unique needs of Foster youth is a crucial support that will allow them to have access to the same resources as other students and help to level the playing field. We are confident that this action and service directed specifically to our Foster youth is the most appropriate use of these funds, and we expect it will have a significant positive impact on the California Healthy Kids Survey data, the English language arts and mathematics CAASPP scores, and the chronic absenteeism rate for Foster youth.

For goal 2, action 43, after assessing the needs, conditions, and circumstances of our Foster youth, we have determined that accelerating learning for Foster youth with large education gaps from homeschooling, particularly in the area of English language arts provides a significant level of support to this student group. Foster youth are our most at-risk and vulnerable student population. Our analysis of CA School Dashboard data shows Foster youth performing significantly below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. Providing accelerated learning opportunities during the school day or after school for Foster youth with large education gaps from homeschooling, particularly in the area of English language arts is a crucial support in helping them make the necessary progress in English language arts and / or mathematics. We are confident that this action and service directed specifically to our Foster youth is the most appropriate use of these funds, and we expect it will have a significant positive impact on the English language arts and mathematics CAASPP scores for them as a result.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions and services Amador County Unified School District/Amador County Office of Education are taking to meet their requirement to improve services for high needs students are explained in detail in the 2021-2024 LCAP. Examples include professional development focused on meeting the unique needs of our socioeconomically disadvantaged students, English learners, foster youth, and homeless students, increased funding for supplemental social-emotional materials, and AVID expansion to 12th Grade for college, career, and citizenship readiness support. AVID has been shown to assist with reducing the chronic absenteeism rate, reducing the suspension rate, increasing the graduation rate and rate of students "prepared" for the college/career indicator, and raising the achievement levels in English language arts and mathematics.

There are many supports in place specific to our English learner population such as bilingual aides with an additional 2 bilingual aides being added through the current LCAP, an English learner home-school liaison, English language development (ELD) supplemental materials and training, additional hours for bilingual aides to support students, and a half-time elementary principal to facilitate and oversee all things related to English learner supports.
Additional supports include intervention teachers at all elementary, junior high, and high schools, MTSS coordinators at all schools, after school intervention, summer school, TK/K aides, LCFF site allocations to support school initiatives to serve high needs students, elementary principals assigned to oversee various aspects of the MTSS supports, online programs such as Edgenuity and Illuminate, and additional technology to ensure all unduplicated pupils have the same access as their peers.

Funding for school counselors, social-emotional curriculum, student engagement activities such as WEB and LINK, family engagement activities, and significant support for arts education are also targeted for our unduplicated pupils.
## Total Expenditures Table

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### Totals:

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<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>$5,000.00</td>
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<td>$233,668.00</td>
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<td>20</td>
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<td>Further develop and strengthen welcoming, resourceful, safe, and inclusive climates at every school campus.</td>
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<td>31</td>
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<td></td>
<td>$0.00</td>
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<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
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<td>Student Group(s)</td>
<td>Title</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
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<td>Federal Funds</td>
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<tr>
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<td>Foster Youth</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
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<td>43</td>
<td>Foster Youth</td>
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### Contributing Expenditures Tables

#### Totals by Type

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<td>Schoolwide Total:</td>
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#### Goals and Actions

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<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
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<td>Provide robust, standards-aligned professional development and collaboration for TK-12 teachers and staff</td>
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<td>All Schools</td>
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<td>English Learners</td>
<td>All Schools</td>
<td>$136,144.00</td>
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<td>All Schools</td>
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<td>English Learners</td>
<td>All Schools</td>
<td>$20,000.00</td>
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<td>English Learners</td>
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<td>Action Title</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>LCFF Funds</td>
<td>Total Funds</td>
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<tr>
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<td>Provide increased and targeted English learner (EL) support</td>
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<td>$10,000.00</td>
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<tr>
<td>1</td>
<td>20</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
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<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
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<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
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<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>LCFF Funds</td>
<td>Total Funds</td>
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<td>------</td>
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</tr>
<tr>
<td>1</td>
<td>24</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
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<td>$5,000.00</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
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<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
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<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
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<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>LCFF Funds</td>
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<td>1</td>
<td>27</td>
<td>Continue implementation of and monitor progress of multi-tiered systems of support (MTSS) at every school to improve social/emotional learning, behavioral health, and academic growth for all students.</td>
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<td>Implement and support equitable access to standards-aligned materials and other academic supports</td>
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<td>2</td>
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<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>LEA-wide Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
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<td>2</td>
<td>4</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
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<td>English Learners Foster Youth Low Income</td>
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<td>6</td>
<td>Culture of college-going aspirations and career readiness on every school campus</td>
<td>LEA-wide Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>LCFF Funds</td>
<td>Total Funds</td>
</tr>
<tr>
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<tr>
<td>2</td>
<td>11</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>LEA-wide</td>
<td>Low Income</td>
<td>All Schools</td>
<td></td>
<td>$6,000.00</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>Ensure effective home-to-school communication and outreach to engage families of low-income students, foster youth, and English learners in the educational process of their children.</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td></td>
<td>$0.00</td>
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<tr>
<td>2</td>
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<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
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<td>Foster Youth</td>
<td>All Schools</td>
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<td>Foster Youth</td>
<td>All Schools</td>
<td></td>
<td>$0.00</td>
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<tr>
<td>2</td>
<td>38</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>Foster Youth</td>
<td>All Schools</td>
<td></td>
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<tr>
<td>2</td>
<td>39</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>Foster Youth</td>
<td>All Schools</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>Foster Youth</td>
<td>All Schools</td>
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<tr>
<td>Action #</td>
<td>Action Title</td>
<td>Unduplicated Student Group(s)</td>
<td>Scope</td>
<td>Location</td>
<td>Total Funds</td>
<td>LCFF Funds</td>
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</tr>
<tr>
<td>41</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Foster Youth</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>All Schools</td>
<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
<td>42</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
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<td>Limited to Unduplicated Student Group(s)</td>
<td>All Schools</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
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<tr>
<td>43</td>
<td>Continue to support the social, emotional, and academic growth for foster-youth</td>
<td>Foster Youth</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>All Schools</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
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</tbody>
</table>
## Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year’s Total Planned Expenditures</th>
<th>Total Estimated Actual Expenditures</th>
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<tbody>
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</table>

**Totals:**

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<th>Planned Expenditure Total</th>
<th>Estimated Actual Total</th>
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</thead>
<tbody>
<tr>
<td>Totals:</td>
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</tr>
</tbody>
</table>

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2021-22 Local Control Accountability Plan for Amador County Unified School District / Amador County Office of Education
The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  
  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.
Annually reviewing and updating the LCAP to reflect progress toward the goals (EC § 52064(b)(7)).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

**Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?**

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.
Plan Summary

Purpose
A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Stakeholder Engagement

Purpose
Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions
Below is an excerpt from the 2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
Goals and Actions

Purpose
Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions
LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**
**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.
Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:
● **Metric**: Indicate how progress is being measured using a metric.

● **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

● **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

● **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

● **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

● **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.
### Timeline for completing the “Measuring and Reporting Results” part of the Goal.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td></td>
</tr>
</tbody>
</table>

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year
Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

**Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

**Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.
**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school...
climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”
Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

**Expenditure Tables**

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:
o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  
  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  
  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
AGENDA ITEM #: 13.3

SUBJECT:
Public Hearing: 2021-22 Annual Budget – Discussion/Action

BACKGROUND INFORMATION:
The Local Control Funding Formula (LCFF) was enacted in fiscal year 2013-14. One of the requirements of LCFF is for Amador County Unified School District to hold a public hearing prior to the final adoption of the budget.

FISCAL IMPLICATIONS:
Budgeted revenues and expenditures for all funds as presented.

RECOMMENDATION:
The Superintendent recommends that the Board call a public hearing and listen to public comments.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services
AGENDA ITEM #: 13.4

SUBJECT:
2021-2022 Annual Budget Presentation – Discussion

BACKGROUND INFORMATION:
Amador County Unified School District is required by law to adopt a budget by June 30 of each year in order to authorize the expenditure of funds. The District has held a Public Hearing during this meeting (Agenda Item 13.3) to allow public input on the proposed budget. Any revisions from the date of the Public Hearing will be presented in the final budget presentation on June 23, 2021.

The school district governing board shall hold a public hearing on the budget to be adopted. The agenda for that hearing shall be posted at least 72 hours prior to the public hearing and shall include the location where the budget will be available for public inspection. The date, time, and location of the public hearing and the dates and locations at which the district’s proposed budget may be inspected shall be published in a local newspaper by the county superintendent. The budget to be adopted shall be prepared in the format prescribed by the State Superintendent. [EC 42127(a)(1), EC 42126, EC 42103]

The school district governing board shall adopt a budget and, not later than 5 days after the adoption or by July 1, whichever occurs first, file the budget (utilizing the forms prescribed by the State Superintendent) with the county superintendent of schools. The budget and supporting data shall be maintained and available for public review.

The board shall not adopt a budget before the board adopts a local control and accountability plan, if an existing local control and accountability plan or annual update to a local control and accountability plan is not effective for the budget year. The board shall not adopt a budget that does not include the expenditures necessary to implement the local control and accountability plan or the annual update to a local control and accountability plan that is effective during the subsequent fiscal year. [EC 42126, EC 42127(a)(2)]

FISCAL IMPLICATIONS:
Budgeted revenues and expenditures for all funds as presented.

RECOMMENDATION:
Superintendent Slavensky recommends the Board review the proposed 2021-22 Budget.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent of Business Services
**A. REVENUES**

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff Column C &amp; F</th>
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</thead>
<tbody>
<tr>
<td>1) LCFF Sources</td>
<td>8010-8099</td>
<td>37,724,463.00</td>
<td>0.00</td>
<td>37,724,463.00</td>
<td>39,207,895.00</td>
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<td>39,207,895.00</td>
<td>3.9%</td>
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<td>2) Federal Revenue</td>
<td>8100-8299</td>
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<td>4,563,229.00</td>
<td>5,061,926.00</td>
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<tr>
<td>3) Other State Revenue</td>
<td>8300-8599</td>
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<td>4,020,153.00</td>
<td>4,197,844.00</td>
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<td>4,197,844.00</td>
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<td>4) Other Local Revenue</td>
<td>8600-8799</td>
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<td>966,576.00</td>
<td>1,200,778.00</td>
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<td>1,200,778.00</td>
<td>55.7%</td>
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<tr>
<td>5) TOTAL, REVENUES</td>
<td></td>
<td>38,975,077.00</td>
<td>8,686,344.00</td>
<td>47,661,421.00</td>
<td>40,376,217.00</td>
<td>9,023,081.00</td>
<td>49,399,298.00</td>
<td>3.6%</td>
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</table>

**B. EXPENDITURES**

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Certificated Salaries</td>
<td>1000-1999</td>
<td>14,976,083.00</td>
<td>3,362,022.00</td>
<td>18,338,105.00</td>
<td>15,516,252.00</td>
<td>5,236,916.00</td>
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<td>13.2%</td>
</tr>
<tr>
<td>2) Classified Salaries</td>
<td>2000-2999</td>
<td>4,568,732.00</td>
<td>1,699,866.00</td>
<td>6,268,598.00</td>
<td>5,061,926.00</td>
<td>1,686,210.00</td>
<td>6,748,136.00</td>
<td>7.6%</td>
</tr>
<tr>
<td>3) Employee Benefits</td>
<td>3000-3999</td>
<td>7,137,237.00</td>
<td>2,544,837.00</td>
<td>9,682,074.00</td>
<td>8,372,488.00</td>
<td>2,792,595.00</td>
<td>11,165,083.00</td>
<td>15.3%</td>
</tr>
<tr>
<td>4) Books and Supplies</td>
<td>4000-4999</td>
<td>1,593,182.00</td>
<td>2,272,010.00</td>
<td>3,865,192.00</td>
<td>3,881,588.93</td>
<td>1,448,677.00</td>
<td>5,330,265.93</td>
<td>-36.8%</td>
</tr>
<tr>
<td>5) Services and Other Operating Expenditures</td>
<td>5000-5999</td>
<td>4,076,330.00</td>
<td>2,839,580.00</td>
<td>6,915,910.00</td>
<td>3,881,584.93</td>
<td>1,448,677.00</td>
<td>5,330,261.93</td>
<td>-22.9%</td>
</tr>
<tr>
<td>6) Capital Outlay</td>
<td>600-6999</td>
<td>107,650.00</td>
<td>70,869.00</td>
<td>178,519.00</td>
<td>23,250.00</td>
<td>1,324,828.00</td>
<td>1,348,078.00</td>
<td>655.1%</td>
</tr>
<tr>
<td>7) Other Outgo (excluding Transfers of Indirect Costs)</td>
<td>7100-7299</td>
<td>2,523,489.00</td>
<td>152,199.00</td>
<td>2,675,688.00</td>
<td>725,387.00</td>
<td>725,387.00</td>
<td>-72.9%</td>
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</tr>
<tr>
<td>8) Other Outgo - Transfers of Indirect Costs</td>
<td>7300-7399</td>
<td>(684,839.00)</td>
<td>591,390.00</td>
<td>(93,449.00)</td>
<td>(710,168.00)</td>
<td>599,442.00</td>
<td>(110,726.00)</td>
<td>18.5%</td>
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<tr>
<td>9) TOTAL, EXPENDITURES</td>
<td></td>
<td>34,297,864.00</td>
<td>13,532,773.00</td>
<td>47,830,637.00</td>
<td>34,246,367.93</td>
<td>14,154,665.00</td>
<td>48,401,032.93</td>
<td>1.2%</td>
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</table>

**C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Interfund Transfers</td>
<td>8900-8929</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>a) Transfers In</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>b) Transfers Out</td>
<td>7600-7629</td>
<td>321,134.00</td>
<td>0.00</td>
<td>321,134.00</td>
<td>300,000.00</td>
<td>0.00</td>
<td>300,000.00</td>
<td>-6.6%</td>
</tr>
<tr>
<td>2) Other Sources/Uses</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>a) Sources</td>
<td>8930-8979</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>b) Uses</td>
<td>7630-7699</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
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<tr>
<td>3) Contributions</td>
<td>8980-8999</td>
<td>(4,396,285.00)</td>
<td>0.00</td>
<td>(4,396,285.00)</td>
<td>(5,076,974.00)</td>
<td>0.00</td>
<td>(5,076,974.00)</td>
<td>0.0%</td>
</tr>
<tr>
<td>4) TOTAL, OTHER FINANCING SOURCES/USES</td>
<td></td>
<td>(4,717,419.00)</td>
<td>0.00</td>
<td>(4,717,419.00)</td>
<td>(5,376,974.00)</td>
<td>0.00</td>
<td>(5,376,974.00)</td>
<td>-6.6%</td>
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</tbody>
</table>
### E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Object Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</td>
<td></td>
<td></td>
<td>(40,206.00)</td>
<td>(450,144.00)</td>
<td>(490,350.00)</td>
<td>752,875.07</td>
<td>(54,610.00)</td>
<td>698,265.07</td>
<td>-242.4%</td>
</tr>
</tbody>
</table>

### F. FUND BALANCE, RESERVES

1) Beginning Fund Balance
   a) As of July 1 - Unaudited
      | 9791 | 3,043,824.63 | 900,410.59 | 3,944,235.22 | 3,003,618.63 | 450,266.59 | 3,453,885.22 | -12.4% |
   b) Audit Adjustments
      | 9793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
   c) As of July 1 - Audited (F1a + F1b)
      | 9795 | 3,043,824.63 | 900,410.59 | 3,944,235.22 | 3,003,618.63 | 450,266.59 | 3,453,885.22 | -12.4% |
   d) Other Restatements
   e) Adjusted Beginning Balance (F1c + F1d)
      | 9797 | 3,043,824.63 | 900,410.59 | 3,944,235.22 | 3,003,618.63 | 450,266.59 | 3,453,885.22 | -12.4% |

2) Ending Balance, June 30 (E + F1e)
   |  | 3,003,618.63 | 450,266.59 | 3,453,885.22 | 3,756,493.70 | 395,656.59 | 4,152,150.29 | 20.2% |

Components of Ending Fund Balance

a) Nonspendable
   - Revolving Cash
      | 9711 | 11,300.00 | 0.00 | 11,300.00 | 0.00 | 0.00 | 0.00 | -100.0% |
   - Stores
      | 9712 | 36,131.54 | 0.00 | 36,131.54 | 0.00 | 0.00 | 0.00 | -100.0% |
   - Prepaid Items
      | 9713 | 44,217.62 | 0.00 | 44,217.62 | 0.00 | 0.00 | 0.00 | -100.0% |
   - All Others
      | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
   b) Restricted
      | 9740 | 0.00 | 502,416.64 | 502,416.64 | 0.00 | 502,456.42 | 502,456.42 | 0.0% |
   c) Committed
      - Stabilization Arrangements
      | 9750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
      - Other Commitments
      | 9760 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
   d) Assigned
      - Other Assignments
      | 9780 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
   e) Unassigned/Unappropriated
      - Reserve for Economic Uncertainties
      | 9789 | 2,911,969.47 | 0.00 | 2,911,969.47 | 3,756,493.70 | 0.00 | 3,756,493.70 | 29.0% |
      - Unassigned/Unappropriated Amount
      | 9790 | 0.00 | (52,150.05) | (52,150.05) | 0.00 | (106,799.83) | (106,799.83) | 104.8% |
### G. ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Object Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) in County Treasury</td>
<td>9110</td>
<td>9110</td>
<td>(441,727.69)</td>
<td>0.00</td>
<td>(5,125,431.55)</td>
<td>0.00</td>
<td>0.00</td>
<td>(5,567,159.24)</td>
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</tr>
<tr>
<td>1) Fair Value Adjustment to Cash in County Treasury</td>
<td>9111</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) in Banks</td>
<td>9120</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) in Revolving Cash Account</td>
<td>9130</td>
<td>0.00</td>
<td>11,300.00</td>
<td>0.00</td>
<td>11,300.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) with Fiscal Agent/Trustee</td>
<td>9135</td>
<td>0.00</td>
<td>3,227,500.00</td>
<td>0.00</td>
<td>3,227,500.00</td>
<td></td>
<td></td>
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<tr>
<td>e) Collections Awaiting Deposit</td>
<td>9140</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td></td>
</tr>
<tr>
<td>2) Investments</td>
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<td>0.00</td>
<td>0.00</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Accounts Receivable</td>
<td>9200</td>
<td>0.00</td>
<td>0.00</td>
<td>50,942.67</td>
<td>51,551.67</td>
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</tr>
<tr>
<td>4) Due from Grantor Government</td>
<td>9290</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Due from Other Funds</td>
<td>9310</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Stores</td>
<td>9320</td>
<td>0.00</td>
<td>36,131.54</td>
<td>0.00</td>
<td>36,131.54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Prepaid Expenditures</td>
<td>9330</td>
<td>0.00</td>
<td>44,217.62</td>
<td>0.00</td>
<td>44,217.62</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Other Current Assets</td>
<td>9340</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) TOTAL, ASSETS</td>
<td></td>
<td></td>
<td>2,878,030.47</td>
<td>(5,074,488.88)</td>
<td>(2,196,458.41)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### H. DEFERRED OUTFLOWS OF RESOURCES

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Object Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Deferred Outflows of Resources</td>
<td>9490</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) TOTAL, DEFERRED OUTFLOWS</td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### I. LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Object Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Accounts Payable</td>
<td>9500</td>
<td>849,465.97</td>
<td>471.77</td>
<td>849,937.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Due to Grantor Governments</td>
<td>9590</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Due to Other Funds</td>
<td>9610</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Current Loans</td>
<td>9640</td>
<td>6,455,000.00</td>
<td>0.00</td>
<td>6,455,000.00</td>
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<tr>
<td>5) Unearned Revenue</td>
<td>9650</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6) TOTAL, LIABILITIES</td>
<td></td>
<td></td>
<td>7,304,485.97</td>
<td>471.77</td>
<td>7,304,937.74</td>
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</tbody>
</table>

### J. DEFERRED INFLOWS OF RESOURCES

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Object Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Deferred Inflows of Resources</td>
<td>9690</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2) TOTAL, DEFERRED INFLOWS</td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</tbody>
</table>

### K. FUND EQUITY

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Object Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ending Fund Balance, June 30</td>
<td>(G9 + H2) - (I6 + J2)</td>
<td>(4,426,435.50)</td>
<td>(5,074,960.65)</td>
<td>(9,501,396.15)</td>
<td></td>
<td></td>
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<td></td>
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</table>
## 2020-21 Estimated Actuals  
### LCFF SOURCES

<table>
<thead>
<tr>
<th>Description</th>
<th>2020-21 Estimated Actuals</th>
<th>2021-22 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unrestricted (A)</td>
<td>Restricted (B)</td>
</tr>
<tr>
<td>Principal Appropriation</td>
<td>9,335,048.00</td>
<td>0.00</td>
</tr>
<tr>
<td>State Aid - Current Year</td>
<td>795,984.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Education Protection Account State Aid - Current Year</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Tax Relief Subventions</td>
<td>296,219.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Homeowners' Exemptions</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Timber Yield Tax</td>
<td>26,219.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other Subventions/In-Lieu Taxes</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>County &amp; District Taxes</td>
<td>27,799,613.00</td>
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</tr>
<tr>
<td>Secured Roll Taxes</td>
<td>379,618.00</td>
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</tr>
<tr>
<td>Unsecured Roll Taxes</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prior Years' Taxes</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Supplemental Taxes</td>
<td>213,658.00</td>
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</tr>
<tr>
<td>Education Revenue Augmentation Fund (ERAF)</td>
<td>(1,070,292.00)</td>
<td>0.00</td>
</tr>
<tr>
<td>Community Redevelopment Funds (SB 617/699/1992)</td>
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<td>0.00</td>
</tr>
<tr>
<td>Penalties and Interest from Delinquent Taxes</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Miscellaneous Funds (EC 41604)</td>
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<td>0.00</td>
</tr>
<tr>
<td>Royalties and Bonuses</td>
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<td>0.00</td>
</tr>
<tr>
<td>Other In-Lieu Taxes</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Less: Non-LCFF (50%) Adjustment</td>
<td>0.00</td>
<td>0.00</td>
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### FEDERAL REVENUE

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### 2021-22 Budget Expenditures by Object

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<td>Unrestricted (E)</td>
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California Dept of Education
SACS Financial Reporting Software - 2021.1.0
File: fund-a (Rev 02/23/2021)
Page 8
Printed: 6/4/2021 11:31 AM
### INTERFUND TRANSFERS

#### INTERFUND TRANSFERS IN

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<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
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#### INTERFUND TRANSFERS OUT

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<td>Other Authorized Interfund Transfers Out</td>
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<tr>
<td>(b) TOTAL, INTERFUND TRANSFERS OUT</td>
<td></td>
<td>321,134.00</td>
<td>0.00</td>
<td>321,134.00</td>
<td>0.00</td>
<td>0.00</td>
<td>321,134.00</td>
<td>-6.6%</td>
</tr>
</tbody>
</table>

### OTHER SOURCES/USES

#### SOURCES

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
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<tbody>
<tr>
<td>State Apportionments</td>
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<td>Emergency Apportionments</td>
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<td>Proceeds</td>
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<td>Proceeds from Disposal of Capital Assets</td>
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<td>0.00</td>
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<td>Other Sources</td>
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<tr>
<td>Transfers from Funds of Lapsed/Reorganized LEAs</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>Long-Term Debt Proceeds</td>
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<td>Proceeds from Certificates of Participation</td>
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<td>0.00</td>
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<td>Proceeds from Leases</td>
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<td>0.00</td>
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<td>(c) TOTAL, SOURCES</td>
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<td>0.00</td>
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#### USES

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff</th>
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</thead>
<tbody>
<tr>
<td>Transfers of Funds from Lapsed/Reorganized LEAs</td>
<td>7651</td>
<td>0.00</td>
<td>0.00</td>
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<td>All Other Financing Uses</td>
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<td>0.00</td>
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<td>0.0%</td>
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<tr>
<td>(d) TOTAL, USES</td>
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<td>0.00</td>
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<td>0.00</td>
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<td>0.00</td>
<td>0.0%</td>
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### CONTRIBUTIONS

<table>
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<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff</th>
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</thead>
<tbody>
<tr>
<td>Contributions from Unrestricted Revenues</td>
<td>8980</td>
<td>(4,396,285.00)</td>
<td>4,396,285.00</td>
<td>(5,076,974.00)</td>
<td>5,076,974.00</td>
<td>0.00</td>
<td></td>
<td>0.0%</td>
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<tr>
<td>Contributions from Restricted Revenues</td>
<td>8990</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) TOTAL, CONTRIBUTIONS</td>
<td></td>
<td>(4,396,285.00)</td>
<td>4,396,285.00</td>
<td>(5,076,974.00)</td>
<td>5,076,974.00</td>
<td>0.00</td>
<td></td>
<td>0.0%</td>
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</tbody>
</table>

### TOTAL, OTHER FINANCING SOURCES/USES

<table>
<thead>
<tr>
<th>Description</th>
<th>Resource Codes</th>
<th>Unrestricted (A)</th>
<th>Restricted (B)</th>
<th>Total Fund col. A + B (C)</th>
<th>Unrestricted (D)</th>
<th>Restricted (E)</th>
<th>Total Fund col. D + E (F)</th>
<th>% Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a+b+c+d+g)</td>
<td></td>
<td>(4,717,419.00)</td>
<td>4,396,285.00</td>
<td>(321,134.00)</td>
<td>(5,376,974.00)</td>
<td>5,076,974.00</td>
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<td>-6.6%</td>
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</table>
### A. REVENUES

<table>
<thead>
<tr>
<th>Description</th>
<th>Function Codes</th>
<th>Object Codes</th>
<th>2020-21 Estimated Actuals</th>
<th>2021-22 Budget</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unrestricted (A)</td>
<td>Restricted (B)</td>
<td>Total Fund col. A + B (C)</td>
</tr>
<tr>
<td>1) LCFF Sources</td>
<td>8010-8099</td>
<td></td>
<td>37,724,463.00</td>
<td>0.00</td>
<td>37,724,463.00</td>
</tr>
<tr>
<td>2) Federal Revenue</td>
<td>8100-8299</td>
<td></td>
<td>185,000.00</td>
<td>4,883,229.00</td>
<td>4,798,229.00</td>
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<tr>
<td>3) Other State Revenue</td>
<td>8300-8599</td>
<td></td>
<td>665,288.00</td>
<td>3,536,865.00</td>
<td>4,202,153.00</td>
</tr>
<tr>
<td>4) Other Local Revenue</td>
<td>8600-8799</td>
<td></td>
<td>400,326.00</td>
<td>566,250.00</td>
<td>966,576.00</td>
</tr>
<tr>
<td>5) TOTAL, REVENUES</td>
<td></td>
<td></td>
<td>38,975,077.00</td>
<td>8,686,344.00</td>
<td>47,661,421.00</td>
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</table>

### B. EXPENDITURES (Objects 1000-7999)

<table>
<thead>
<tr>
<th>Description</th>
<th>Function Codes</th>
<th>Object Codes</th>
<th>2020-21 Estimated Actuals</th>
<th>2021-22 Budget</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unrestricted (A)</td>
<td>Restricted (B)</td>
<td>Total Fund col. A + B (C)</td>
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<tr>
<td>1) Instruction</td>
<td>1000-1999</td>
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<td>17,672,279.00</td>
<td>9,547,645.00</td>
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<td>2) Instruction - Related Services</td>
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<td>4,525,225.00</td>
<td>432,947.00</td>
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<tr>
<td>3) Pupil Services</td>
<td>3000-3999</td>
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<td>3,505,376.00</td>
<td>935,996.00</td>
<td>4,441,372.00</td>
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<td>4) Ancillary Services</td>
<td>4000-4999</td>
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<td>260,129.00</td>
<td>74,716.00</td>
<td>334,845.00</td>
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<td>5) Community Services</td>
<td>5000-5999</td>
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<td>0.00</td>
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<tr>
<td>6) Enterprise</td>
<td>6000-6999</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>7) General Administration</td>
<td>7000-7999</td>
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<td>2,348,180.00</td>
<td>736,352.00</td>
<td>3,084,532.00</td>
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<tr>
<td>8) Plant Services</td>
<td>8000-8999</td>
<td>Expt</td>
<td>3,366,241.00</td>
<td>1,649,918.00</td>
<td>5,016,159.00</td>
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<tr>
<td>9) Other Outgo</td>
<td>9000-9999</td>
<td>7600-7699</td>
<td>2,620,434.00</td>
<td>152,199.00</td>
<td>2,772,633.00</td>
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<td>10) TOTAL, EXPENDITURES</td>
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<td>34,297,864.00</td>
<td>13,532,773.00</td>
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### C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)

<table>
<thead>
<tr>
<th>Description</th>
<th>Function Codes</th>
<th>Object Codes</th>
<th>2020-21 Estimated Actuals</th>
<th>2021-22 Budget</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unrestricted (A)</td>
<td>Restricted (B)</td>
<td>Total Fund col. A + B (C)</td>
</tr>
<tr>
<td>1) Interfund Transfers</td>
<td>8900-8929</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>a) Transfers In</td>
<td>8900-8929</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>b) Transfers Out</td>
<td>7600-7629</td>
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<td>321,134.00</td>
<td>321,134.00</td>
<td>300,000.00</td>
</tr>
<tr>
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<td>8930-8979</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>a) Sources</td>
<td>8930-8979</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>b) Uses</td>
<td>7630-7699</td>
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<td>0.00</td>
<td>0.00</td>
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<tr>
<td>3) Contributions</td>
<td>8980-8999</td>
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<td>(4,396,285.00)</td>
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<tr>
<td>4) TOTAL, OTHER FINANCING SOURCES/USES</td>
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<td></td>
<td>(4,717,419.00)</td>
<td>4,396,285.00</td>
<td>(321,134.00)</td>
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### E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)

<table>
<thead>
<tr>
<th>Description</th>
<th>Function Codes</th>
<th>Object Codes</th>
<th>2020-21 Estimated Actuals</th>
<th>2021-22 Budget</th>
<th>% Diff Column C &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unrestricted (A)</td>
<td>Restricted (B)</td>
<td>Total Fund col. A + B (C)</td>
</tr>
<tr>
<td>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</td>
<td>(40,206.00)</td>
<td>(450,144.00)</td>
<td>(490,350.00)</td>
<td>752,875.07</td>
<td>(54,610.00)</td>
</tr>
</tbody>
</table>

### F. FUND BALANCE, RESERVES

1) Beginning Fund Balance

- a) As of July 1 - Unaudited
  - 9791
    - 3,043,824.63
    - 900,410.59
    - 3,944,235.22
    - 3,003,618.63
    - 450,266.59
    - 3,453,885.22
    - -12.4%

- b) Audit Adjustments
  - 9793
    - 0.00
    - 0.00
    - 0.00
    - 0.00
    - 0.00
    - 0.00
    - 0.0%

- c) As of July 1 - Audited (F1a + F1b)
  - 3,043,824.63
  - 900,410.59
  - 3,944,235.22
  - 3,003,618.63
  - 450,266.59
  - 3,453,885.22
  - -12.4%

- d) Other Restatements
  - 9795
    - 0.00
    - 0.00
    - 0.00
    - 0.00
    - 0.00
    - 0.00
    - 0.0%

- e) Adjusted Beginning Balance (F1c + F1d)
  - 3,043,824.63
  - 900,410.59
  - 3,944,235.22
  - 3,003,618.63
  - 450,266.59
  - 3,453,885.22
  - -12.4%

2) Ending Balance, June 30 (E + F1e)

- 3,003,618.63
- 450,266.59
- 3,453,885.22
- 3,756,493.70
- 450,266.59
- 4,152,150.29
- 20.2%
<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>2020-21 Estimated Actuals</th>
<th>2021-22 Budget</th>
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<tbody>
<tr>
<td>6300</td>
<td>Lottery: Instructional Materials</td>
<td>502,415.80</td>
<td>502,415.80</td>
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<tr>
<td>7311</td>
<td>Classified School Employee Professional Development Block Grant</td>
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<td>7425</td>
<td>Expanded Learning Opportunities (ELO) Grant</td>
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<td>40.00</td>
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<tr>
<td>7810</td>
<td>Other Restricted State</td>
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<td>0.11</td>
</tr>
<tr>
<td>9010</td>
<td>Other Restricted Local</td>
<td>0.51</td>
<td>0.51</td>
</tr>
<tr>
<td></td>
<td><strong>Total, Restricted Balance</strong></td>
<td><strong>502,416.64</strong></td>
<td><strong>502,456.42</strong></td>
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</table>
## July 1 Budget

### Amador County Unified General Fund 03 73981 000000

#### Multiyear Projections Form MYP

Unrestricted

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Codes</th>
<th>2021-22 Budget (Form 01) (A)</th>
<th>% Change (Cols. C-A/A) (B)</th>
<th>2022-23 Projection (C)</th>
<th>% Change (Cols. E-C/C) (D)</th>
<th>2023-24 Projection (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. REVENUES AND OTHER FINANCING SOURCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. LCFF/Revenue Limit Sources</td>
<td>8010-8099</td>
<td>39,207,895.00</td>
<td>4.50%</td>
<td>40,971,856.00</td>
<td>4.99%</td>
<td>43,014,414.00</td>
</tr>
<tr>
<td>2. Federal Revenues</td>
<td>8100-8299</td>
<td>110,096.00</td>
<td>0.00%</td>
<td>110,096.00</td>
<td>0.00%</td>
<td>110,096.00</td>
</tr>
<tr>
<td>3. Other State Revenues</td>
<td>8300-8599</td>
<td>753,937.00</td>
<td>2.48%</td>
<td>772,635.00</td>
<td>3.11%</td>
<td>796,664.00</td>
</tr>
<tr>
<td>4. Other Local Revenues</td>
<td>8600-8799</td>
<td>304,289.00</td>
<td>2.48%</td>
<td>311,835.00</td>
<td>3.11%</td>
<td>321,533.00</td>
</tr>
<tr>
<td><strong>5. Other Financing Sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Transfers In</td>
<td>8900-8929</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00</td>
</tr>
<tr>
<td>b. Other Sources</td>
<td>8930-8979</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00</td>
</tr>
<tr>
<td>c. Contributions</td>
<td>8980-8999</td>
<td>(5,076,974.00)</td>
<td>7.48%</td>
<td>(5,456,752.00)</td>
<td>2.97%</td>
<td>(5,618,848.00)</td>
</tr>
<tr>
<td><strong>6. Total (Sum lines A1 thru A5c)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>35,299,243.00</td>
<td>4.00%</td>
<td>36,709,670.00</td>
<td>5.21%</td>
<td>38,623,859.00</td>
</tr>
</tbody>
</table>

| **B. EXPENDITURES AND OTHER FINANCING USES** | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | | | |
| b. Step & Column Adjustment | | | | | | |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | | | |
| **e. Total Certificated Salaries (Sum lines B1a thru B1d)** | | | | | | |
| 1000-1999 | 15,516,252.00 | 7.23% | 16,638,196.00 | 4.58% | 17,400,533.00 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | | | |
| b. Step & Column Adjustment | | | | | | |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | | | |
| **e. Total Classified Salaries (Sum lines B2a thru B2d)** | | | | | | |
| 2000-2999 | 5,061,926.00 | 2.50% | 5,188,474.00 | 2.38% | 5,311,801.00 |
| 3. Employee Benefits | | | | | | |
| | | 8,372,488.00 | 7.78% | 9,023,664.00 | 6.19% | 9,582,582.00 |
| 4. Books and Supplies | | | | | | |
| | | 1,375,648.00 | 2.48% | 1,409,764.00 | 2.55% | 1,868,608.00 |
| 5. Services and Other Operating Expenditures | | | | | | |
| | | 3,881,584.93 | 2.48% | 3,977,848.00 | 3.11% | 4,101,559.00 |
| 6. Capital Outlay | | | | | | |
| | | 23,250.00 | -100.00% | 0.00 | 0.00% | 0.00 |
| **7. Total (Sum lines B3 thru B6d)** | | | | | | |
| 7100-7299, 7400-7499 | 725,387.00 | 2.48% | 743,377.00 | 2.31% | 766,496.00 |
| 8. Other Outgo - Transfers of Indirect Costs | | | | | | |
| 7300-7399 | (710,168.00) | 2.48% | (727,780.00) | 3.11% | (750,414.00) |
| **9. Other Financing Uses** | | | | | | |
| a. Transfers Out | | | | | | |
| b. Other Uses | | | | | | |
| **10. Other Adjustments (Explain in Section F below)** | | | | | | |
| | | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| **11. Total (Sum lines B1 thru B10)** | | | | | | |
| | | 34,546,367.93 | 5.81% | 36,553,543.00 | 5.55% | 38,581,165.00 |

| **C. NET INCREASE (DECREASE) IN FUND BALANCE** | | | | | | |
| (Line A6 minus line B11) | | | | | | |
| | | 752,875.07 | 156,127.00 | 42,694.00 |

| **D. FUND BALANCE** | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | | | | | |
| 2. Ending Fund Balance (Sum lines C and D1) | | | | | | |
| **3. Components of Ending Fund Balance** | | | | | | |
| a. Nonspendable | | | | | | |
| b. Restricted | | | | | | |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2. Other Commitments | 9760 | 0.00 | 0.00 | 0.00 | 0.00 |
| d. Assigned | 9780 | 0.00 | 0.00 | 0.00 | 0.00 |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 3,756,493.70 | 3,912,620.70 | 3,955,314.70 |
| 2. Unassigned/Unappropriated | 9790 | 0.00 | 0.00 | 0.00 | 0.00 |
| **f. Total Components of Ending Fund Balance** | | | | | | |
| | | 3,756,493.70 | 3,912,620.70 | 3,955,314.70 |
There are many moving parts to the changes in salaries during the out years. The changes revolve primarily around anticipated increases in enrollment for the district. There are multiple housing developments that continue to move forward in the area and there are more on the horizon. We will continue to monitor enrollment closely and make staffing adjustments as needed.

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<th>Object Codes</th>
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<th>2022-23 Projection (C)</th>
<th>% Change (Cols. E-C/C) (D)</th>
<th>2023-24 Projection (E)</th>
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<tbody>
<tr>
<td>E. AVAILABLE RESERVES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General Fund</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>a. Stabilization Arrangements</td>
<td>9750</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>b. Reserve for Economic Uncertainties</td>
<td>9789</td>
<td>3,756,493.70</td>
<td></td>
<td>3,912,620.70</td>
<td></td>
<td>3,955,314.70</td>
</tr>
<tr>
<td>c. Unassigned/Unappropriated</td>
<td>9790</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. Stabilization Arrangements</td>
<td>9750</td>
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<td></td>
<td></td>
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<tr>
<td>b. Reserve for Economic Uncertainties</td>
<td>9789</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Unassigned/Unappropriated</td>
<td>9790</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Total Available Reserves (Sum lines E1a thru E2c)</td>
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<td>3,756,493.70</td>
<td></td>
<td>3,912,620.70</td>
<td></td>
<td>3,955,314.70</td>
</tr>
</tbody>
</table>

F. ASSUMPTIONS
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B3d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

There are many moving parts to the changes in salaries during the out years. The changes revolve primarily around anticipated increases in enrollment for the district. There are multiple housing developments that continue to move forward in the area and there are more on the horizon. We will continue to monitor enrollment closely and make staffing adjustments as needed.
<table>
<thead>
<tr>
<th>Description</th>
<th>Object Codes</th>
<th>2021-22 Budget (Form 01)</th>
<th>2022-23 Projection (Cols. C-A/A)</th>
<th>2023-24 Projection (Cols. E-C/C)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>A. REVENUES AND OTHER FINANCING SOURCES</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. LCFF/Revenue Limit Sources</td>
<td>8010-8099</td>
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<td>0.0%</td>
<td>0.0%</td>
</tr>
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<td>2. Federal Revenues</td>
<td>8100-8292</td>
<td>3,624,459.00</td>
<td>22.87%</td>
<td>4,453,270.00</td>
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<tr>
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<td>8300-8599</td>
<td>4,197,844.00</td>
<td>-76.23%</td>
<td>997,890.00</td>
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<td>4. Other Local Revenues</td>
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<td>1,200,778.00</td>
<td>0.00%</td>
<td>1,200,778.00</td>
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<tr>
<td>5. Other Financing Sources</td>
<td>8900-8929</td>
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<td>0.00%</td>
<td>0.00%</td>
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<td>6. Total (Sum lines A1 thru A5c)</td>
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<td>14,100,055.00</td>
<td>-14.12%</td>
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<td></td>
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<tr>
<td>B. EXPENDITURES AND OTHER FINANCING USES</td>
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<td></td>
<td></td>
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<tr>
<td>1. Certificated Salaries</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Base Salaries</td>
<td>1000-1999</td>
<td>5,236,916.00</td>
<td>-11.87%</td>
<td>4,615,433.00</td>
</tr>
<tr>
<td>b. Step &amp; Column Adjustment</td>
<td></td>
<td>177,517.00</td>
<td>6.84%</td>
<td>223,231.00</td>
</tr>
<tr>
<td>c. Cost-of-Living Adjustment</td>
<td></td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>d. Other Adjustments</td>
<td></td>
<td>(799,000.00)</td>
<td></td>
<td>233,231.00</td>
</tr>
<tr>
<td>e. Total Certificated Salaries (Sum lines B1a thru B1d)</td>
<td>1000-1999</td>
<td>5,236,916.00</td>
<td>-11.87%</td>
<td>4,615,433.00</td>
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<td>2. Classified Salaries</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Base Salaries</td>
<td>2000-2999</td>
<td>1,686,210.00</td>
<td>-7.63%</td>
<td>1,557,618.00</td>
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<tr>
<td>b. Step &amp; Column Adjustment</td>
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<td>59,908.00</td>
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<td>c. Cost-of-Living Adjustment</td>
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<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>d. Other Adjustments</td>
<td></td>
<td>(188,500.00)</td>
<td></td>
<td>27,231.00</td>
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<td>e. Total Classified Salaries (Sum lines B2a thru B2d)</td>
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<td>1,886,210.00</td>
<td>-7.63%</td>
<td>1,557,618.00</td>
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<td>3. Employee Benefits</td>
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<td>-10.83%</td>
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<td>4. Books and Supplies</td>
<td>4000-4999</td>
<td>1,065,997.00</td>
<td>-29.74%</td>
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<td>5. Services and Other Operating Expenditures</td>
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<td>-24.16%</td>
<td>1,098,677.00</td>
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<td>6. Capital Outlay</td>
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<td>1,324,828.00</td>
<td>-15.93%</td>
<td>1,113,828.00</td>
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<tr>
<td>7. Other Outgo (excluding Transfers of Indirect Costs)</td>
<td>7100-7299, 7400-7499</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>8. Other Outgo - Transfers of Indirect Costs</td>
<td>7300-7399</td>
<td>599,442.00</td>
<td>-19.23%</td>
<td>484,151.00</td>
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<tr>
<td>9. Other Financing Uses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Transfers In</td>
<td>7600-7629</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>b. Other Uses</td>
<td>7630-7699</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>10. Other Adjustments (Include in Section F below)</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>11. Total (Sum lines B1 thru B10)</td>
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<td>14,154,665.00</td>
<td>-14.45%</td>
<td>12,108,690.00</td>
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<tr>
<td>C. NET INCREASE (DECREASE) IN FUND BALANCE</td>
<td></td>
<td>(Line A6 minus line B11)</td>
<td>(54,610.00)</td>
<td>0.00</td>
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<tr>
<td>D. FUND BALANCE</td>
<td></td>
<td></td>
<td></td>
<td>6,001.00</td>
</tr>
<tr>
<td>1. Net Beginning Fund Balance (Form 01, line F1c)</td>
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<td>450,266.59</td>
<td>395,656.59</td>
<td>395,656.59</td>
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<tr>
<td>2. Ending Fund Balance (Sum lines C and D1)</td>
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<td>395,656.59</td>
<td>395,656.59</td>
<td>401,657.59</td>
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<tr>
<td>3. Components of Ending Fund Balance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Nonspendable</td>
<td>9710-9719</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>b. Restricted</td>
<td>9740</td>
<td>502,456.42</td>
<td>395,656.59</td>
<td>401,657.59</td>
</tr>
<tr>
<td>c. Committed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Stabilization Arrangements</td>
<td>9750</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Other Commitments</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Assigned</td>
<td>9780</td>
<td></td>
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<tr>
<td>e. Unassigned/Unappropriated</td>
<td>9789</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Total Components of Ending Fund Balance</td>
<td>9790</td>
<td>(106,799.83)</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
There are a multitude of one-time expenditures in the out years due to ESSER II and ESSER III funds and their corresponding expiration dates. We have plans to provide increased services to students through temporary employees and facilities improvements including HVAC.

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<th>% Change (Cols. E-C/C) (D)</th>
<th>2023-24 Projection (E)</th>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>b. Reserve for Economic Uncertainties</td>
<td>9789</td>
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<td></td>
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<tr>
<td>c. Unassigned/Unappropriated</td>
<td>9790</td>
<td></td>
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</tr>
<tr>
<td>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>c. Unassigned/Unappropriated</td>
<td>9790</td>
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<tr>
<td>3. Total Available Reserves (Sum lines E1a thru E2c)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

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## July 1 Budget

### Amador County Unified General Fund 03-73981 0000000

### Multiyear Projections Form MYP

#### Unrestricted/Restricted

### Description | Object Codes | 2021-22 Budget (Form 01) | % Change (Cols. A-A/A) | 2022-23 Projection (C) | % Change (Cols. E-C/C) | 2023-24 Projection (E)
--- | --- | --- | --- | --- | --- | ---

<table>
<thead>
<tr>
<th>(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A is extracted)</th>
</tr>
</thead>
</table>

### A. REVENUES AND OTHER FINANCING SOURCES

#### 1. LCFF/Revenue Limit Sources

| 8010-8099 | 39,207,895.00 | 4.50% | 40,971,856.00 | 4.99% | 43,014,414.00 |

#### 2. Federal Revenues

| 8100-8299 | 3,734,555.00 | 22.19% | 4,563,366.00 | 0.00% | 4,563,366.00 |

#### 3. Other State Revenues

| 8300-8599 | 4,951,781.00 | -64.24% | 1,770,525.00 | 1.36% | 1,794,554.00 |

#### 4. Other Local Revenues

| 8600-8799 | 1,505,067.00 | 0.50% | 1,512,613.00 | 0.64% | 1,522,311.00 |

#### 5. Other Financing Sources

| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00 |

| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00 |

| c. Contributions | 8980-8999 | 0.00 | 0.00% | 0.00 | 0.00 |

| 6. Total (Sum lines A1 thru A5c) | | 49,399,298.00 | -1.18% | 48,818,360.00 | 4.25% | 50,894,645.00 |

### B. EXPENDITURES AND OTHER FINANCING USES

#### 1. Certificated Salaries

| a. Base Salaries | | 20,753,168.00 | 2.41% | 21,253,629.00 | 5.07% | 22,331,506.00 |

| b. Step & Column Adjustment | | 487,842.00 | 0.00% | 425,073.00 | 0.00% | 0.00 |

| c. Cost-of-Living Adjustment | | 0.00 | 0.00% | 12,619.00 | 0.64% | 0.00 |

| d. Other Adjustments | | 137,881.00 | 0.03% | 72,758.00 | 2.58% | 0.00 |

| e. Total Certificated Salaries (Sum lines B1a thru B1d) | | 311-2999 | 20,753,168.00 | 2.41% | 21,253,629.00 | 5.07% | 22,331,506.00 |

#### 2. Classified Salaries

| a. Base Salaries | | 6,748,136.00 | 0.00% | 6,746,092.00 | 0.00% | 6,920,041.00 |

| b. Step & Column Adjustment | | 135,837.00 | 0.00% | 101,191.00 | 0.00% | 0.00 |

| c. Cost-of-Living Adjustment | | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |

| d. Other Adjustments | | 137,881.00 | 0.03% | 72,758.00 | 2.58% | 0.00 |

| e. Total Classified Salaries (Sum lines B2a thru B2d) | | 314-2999 | 6,748,136.00 | -0.03% | 6,746,092.00 | 2.58% | 6,920,041.00 |

#### 3. Employee Benefits

| 3000-3999 | 11,165,083.00 | 3.12% | 11,513,700.00 | 5.60% | 12,158,198.00 |

#### 4. Books and Supplies

| 4000-4999 | 2,441,645.00 | -11.59% | 2,158,711.00 | 22.33% | 2,640,847.00 |

#### 5. Services and Other Operating Expenditures

| 5000-5999 | 5,330,261.93 | -4.76% | 5,076,525.00 | 3.11% | 5,234,405.00 |

#### 6. Capital Outlay

| 6000-6999 | 1,348,078.00 | -17.38% | 1,113,828.00 | -33.72% | 738,274.00 |

#### 7. Other Outgo (excluding Transfers of Indirect Costs)

| 7100-7299, 7400-7499 | 725,387.00 | 2.48% | 743,377.00 | 3.11% | 766,496.00 |

#### 8. Other Outgo - Transfers of Indirect Costs

| 7300-7399 | (110,726.00) | 0.00% | (243,629.00) | 0.08% | (243,817.00) |

#### 9. Other Financing Uses

| a. Transfers Out | 7600-7629 | 300,000.00 | 0.00% | 300,000.00 | 0.00% | 300,000.00 |

| b. Other Uses | 7630-7699 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |

| 10. Other Adjustments | | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |

| 11. Total (Sum lines B1 thru B10) | | 359-2999 | 48,701,032.93 | -0.08% | 48,662,233.00 | 4.49% | 50,845,950.00 |

### C. NET INCREASE (DECREASE) IN FUND BALANCE

| (Line A6 minus line B11) | 469,265.07 | 156,127.00 | 48,695.00 |

### D. FUND BALANCE

#### 1. Net Beginning Fund Balance (Form 01, line F1e)

| 3435-8999 | 3,453,885.22 | 4,152,150.29 | 4,308,277.29 |

#### 2. Ending Fund Balance (Sum lines C and D1)

| 4152-8999 | 4,152,150.29 | 4,308,277.29 | 4,356,972.29 |

#### 3. Components of Ending Fund Balance

| a. Nonspendable | 9710-9719 | 0.00 | 0.00 | 0.00 |

| b. Restricted | 9740 | 502,456.42 | 395,656.59 | 401,657.59 |

| c. Committed

| i. Stabilization Arrangements | 9750 | 0.00 | 0.00 | 0.00 |

| 2. Other Commitments | 9760 | 0.00 | 0.00 | 0.00 |

| d. Assigned | 9780 | 0.00 | 0.00 | 0.00 |

| e. Unassigned/Unappropriated

| i. Reserve for Economic Uncertainties | 9789 | 3,756,493.70 | 3,912,620.70 | 3,955,314.70 |

| 2. Unassigned/Unappropriated | 9790 | (110,726.00) | 0.00 | 0.00 |

| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 4,152,150.29 | 4,308,277.29 | 4,356,972.29 |
### E. AVAILABLE RESERVES

<table>
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<tr>
<th>Description</th>
<th>Object Codes</th>
<th>2021-22 Budget (Form 01) (A)</th>
<th>% Change (Cols. C-A/A) (B)</th>
<th>2022-23 Projection (C)</th>
<th>% Change (Cols. E-C/C) (D)</th>
<th>2023-24 Projection (E)</th>
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</thead>
<tbody>
<tr>
<td>1. General Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Stabilization Arrangements</td>
<td>9750</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Reserve for Economic Uncertainties</td>
<td>9789</td>
<td>3,756,493.70</td>
<td>3,912,620.70</td>
<td>3,955,314.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Unassigned/Unappropriated</td>
<td>9790</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
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<tr>
<td>d. Negative Restricted Ending Balances</td>
<td>979Z</td>
<td>(106,799.83)</td>
<td>0.00</td>
<td>0.00</td>
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<td></td>
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<tr>
<td>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>a. Stabilization Arrangements</td>
<td>9750</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Reserve for Economic Uncertainties</td>
<td>9789</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Unassigned/Unappropriated</td>
<td>9790</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)</td>
<td></td>
<td></td>
<td></td>
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### F. RECOMMENDED RESERVES

#### 1. Special Education Pass-through Exclusions

- For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):
  - a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? **Yes**
  - b. If you are the SELPA AU and are excluding special education pass-through funds:
    - 1. Enter the name(s) of the SELPA(s):
    - 2. Special education pass-through funds
      - (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)
      - 0.00
  - 2. District ADA
    - Used to determine the reserve standard percentage level on line F3d
    - (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)
    - 3,835.00

#### 2. Calculating the Reserves

- a. Expenditures and Other Financing Uses (Line B11)
  - 48,701,032.93
  - 48,662,233.00
  - 50,845,950.00
- b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)
  - 0.00
  - 0.00
  - 0.00
- c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)
  - 48,701,032.93
  - 48,662,233.00
  - 50,845,950.00
- d. Reserve Standard Percentage Level
  - (Refer to Form 01CS, Criterion 10 for calculation details)
  - 3%
  - 3%
  - 2%
- e. Reserve Standard - By Percent (Line F3c times F3d)
  - 1,461,030.99
  - 1,459,866.99
  - 1,525,378.50
- f. Reserve Standard - By Amount
  - (Refer to Form 01CS, Criterion 10 for calculation details)
  - 0.00
  - 0.00
  - 0.00
- g. Reserve Standard (Greater of Line F3e or F3f)
  - 1,461,030.99
  - 1,459,866.99
  - 1,525,378.50
- h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)
  - YES
  - YES
  - YES
• Business office (Internal Controls)
  – Budget development and monitoring, accounting, payroll, purchasing, cash handling, facilities, etc.

• External Audit
  – Annual audit report is presented each January

• Board of Trustees
  – Budget review and approval process
  – Certification for each interim report

• California Department of Education (CDE)
  – Fiscal oversight including approval of annual budget adoption

Budget Monitoring and Accountability
Revenue Components Comparison

2020-21 Estimated Actuals
Federal, $4,768,229, 10%
State, $4,202,153, 9%
Local, $966,576, 2%
LCFF, $37,724,463, 79%

2021-22 Budget
Federal, $4,734,555, 10%
State, $4,951,781, 10%
Local, $1,505,067, 3%
LCFF, $39,207,895, 79%

Operating Expenditure Components Comparison

2020-21 Estimated Actuals
Certificated Salaries, $20,753,168, 43%
Classified Salaries, $6,678,340, 14%
Books and Supplies, $2,441,645, 5%
Services & Other Operating, $6,678,340, 14%
Other Outgo, $614,661, 1%

2021-22 Budget
Certificated Salaries, $20,752,168, 43%
Employee Benefits, $11,165,063, 23%
Classified Salaries, $6,748,136, 14%
Services & Other Operating, $6,678,340, 14%
Other Outgo, $164,661, 1%
Multi-year Projection

<table>
<thead>
<tr>
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<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$49,399,298</td>
<td>$48,818,360</td>
<td>$50,894,654</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$48,701,033</td>
<td>$48,662,233</td>
<td>$50,845,950</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>$4,152,150</td>
<td>$4,308,277</td>
<td>$4,356,972</td>
</tr>
<tr>
<td>Reserve for Economic Uncertainties</td>
<td>$3,756,494</td>
<td>$3,912,621</td>
<td>$3,955,315</td>
</tr>
<tr>
<td>Reserve Percentage</td>
<td>7.49%</td>
<td>8.04%</td>
<td>7.78%</td>
</tr>
<tr>
<td>Reserve Requirement (3%)</td>
<td>$1,211,954</td>
<td>$1,216,571</td>
<td>$1,220,895</td>
</tr>
</tbody>
</table>

- The District is expected to meet the state reserve requirement at the end of the fiscal years 2021-22, 2022-23 and 2023-24.
- This projection includes the financial impact of one time COVID relief funds from the state and federal governments.
- These are current projections with a multitude of factors that could change the outlook for the coming years including changes to the current budget from the state legislature.

District 3-year Outlook

General Fund Year by Year Comparison

ACUSD Ending Fund Balance
• Continued fiscal discipline and right-sizing to ensure the district does not re-enter a cycle of deficit spending
• Continued oversight of one-time COVID funds to ensure sound fiscal practices
• Budget impacts due to the COVID-19 Pandemic will continue to be closely monitored
• Continued high levels of engagement from the board in fiscal matters
• Potential 45-day Budget Revision for board approval if there are significant changes from the Governor’s May Revision

Moving forward
DATE: June 9, 2021

AGENDA ITEM #: 13.5

Motion: ________________
Second: ________________
Vote: ________________

SUBJECT:
Amador County Unified School District (ACTA) Contract with Mild /Moderate Special Education Transfer Contract Language Editions

BACKGROUND INFORMATION:
On November 1, 2020, the Mild/ Moderate Special Education teachers transferred from the Amador County Office of Education (SEAC bargaining unit) to the Amador County Unified School District (ACTA bargaining unit). The contract language from the SEAC contract pertaining specifically to the Mild/ Moderate teachers has been added to the ACTA contract. The revisions are indicated in red font in the body of the contract.

FISCAL IMPLICATION:
None

RECOMMENDATION:
Superintendent Slavensky recommends approval by the Board of Trustees

PRESENTED BY:
Dave Vicari, Assistant Superintendent, Human Resources
AGREEMENT BETWEEN THE
BOARD OF TRUSTEES
AMADOR COUNTY UNIFIED
SCHOOL DISTRICT
AND
AMADOR COUNTY TEACHERS ASSOCIATION
CTA/NEA

July 1, 2017 – June 30, 2021
Special Education/Mild/Mod Transfer Contract additions in red.
This contract is in DRAFT form - Pre-ratification.
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**Exhibits**

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<td>C-M</td>
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<td>Memorandum of Agreement for Job Sharing</td>
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<td>S</td>
<td>Sideletter of Agreement, August 28, 2000</td>
</tr>
</tbody>
</table>
Article 1. Agreement

1.1 This Agreement is between the Governing Board of the Amador County Unified School District (hereinafter referred to as "District") and the Amador County Teachers Association CTA/NEA (hereinafter referred to as "Association").

The Association and the District agree that the collective bargaining process (Bargaining) can promote a shared responsibility for resolving educational problems. The Association and the District recognize that problem solving requires a more open, flexible process, one that encourages participants to understand the interests of all parties, to think creatively about options and reach consensus on decisions.
Article 2. Recognition

2.1 The District recognizes the Association as the exclusive representative for those certificated employees employed in the following classifications:

2.1.1 Teacher:

2.1.1.1 Multiple Subject Credentialed
2.1.1.2 Single Subject Credentialed
2.1.1.3 D/S CTE, DS2, DS/CTE Cleared
2.1.1.4 Mild/Moderate

2.1.2 Nurse

2.1.3 Counselor

2.1.4 Limited-term contract (temporary or provisional) Employees, except they are exempted from the following:

2.1.4.1 Unpaid leaves of absence articles;
2.1.4.2 Transfer Article
2.1.4.3 Salary and Related Matters Article, except 1st paragraph regarding placement.
2.1.4.4 Evaluation Procedure, last paragraph regarding probationary status; and
2.1.4.5 Professional Growth Incentive Article
Article 3. Definition

3.1 "Work Days" or "days" means the days a teacher is required to be on duty.

3.2 "School Days" means the days students are required to be in attendance.

3.3 "School Year" means all school days, institute or workshop days from the first school day to the last school day inclusive.

3.4 "Work Year" means the number of days teachers are required to be on duty.

3.5 "Immediate Family" means the spouse, registered domestic partner, mother, father, grandparents, son, son-in-law, daughter, daughter-in-law, brother or sister, grandchildren, and foster children of the employee or of the spouse (or registered domestic partner) or surrogate parents or any person living in the immediate household of the employee.

3.6 "Increment" means one of a series of additions to salaries earned through longevity.

3.7 "Unit" means a semester credit in a collegiate institution recognized by the California State Department of Education or an equivalent amount of credit granted by the Board of Trustees for an activity such as, but not limited to travel, research, or writing, that relates to the employee's present or potential teaching assignment. (One-quarter unit equals 2/3 semester unit.) For purposes of this schedule, B.A., B.S., or B.E. degree is equivalent to an A.B., but in all cases, the degree must have been earned with a major and program of study acceptable by teacher training institutions of California for the completion of a teaching credential.

3.8 "Per diem" means annual salary divided by the number of days a teacher is required to be on duty.

3.9 "Hourly rate" means $35.15 or such other amount as may be mutually agreed by the parties.
Article 4. Employee/Management Rights

4.1 One bulletin board may be set up in each school to be used for Association and/or District use.

4.2 The Association may make use of facilities for Association business by prior arrangements with the site administrator, providing such use shall take place outside of the employee's assigned workday.

4.3 The Association may use school equipment for Association business when such equipment is not otherwise in use and when prior approval has been secured from the site administrator, providing such use shall take place at times other than during the employee's assigned workday. The Association shall pay for the cost of all materials and supplies incidental to each use.

4.4 The Association may use, for Association business, the District mailboxes, and school telephones for local telephone calls. Copies of all information of a general nature distributed through the District mail system shall be provided to the Superintendent.

4.5 When changes to the contract are approved by both ACTA and the Board, the revised articles will be sent to each employee. The Association will annually reconsider the redistribution of a complete updated contract to each employee. The following key positions shall annually receive a complete updated contract:

1) All ACTA negotiators
2) ACTA President
3) Site Representatives
4) Site Administrators
5) Superintendent

The cost of preparing copies of this agreement shall be borne by the District.

4.6 The Employer will provide the Association with two (2) Board Packets at least 48 hours prior to any regularly scheduled meeting and 24 hours prior to any special meeting via email or hard copy per the individual's request.
4.6.1 The employer will provide any employee the Board Packet at least 48 hours prior to any regularly scheduled meeting and 24 hours prior to any special meeting via email or hard copy per the individual’s request.

4.7 Ten (10) “release days' ' shall be granted to the ACTA/CTA/NEA President to conduct ACTA business. Days shall be approved in advance so that certificated classroom supervision can be arranged.

4.8 The Employer will furnish a copy of this agreement to any new Employee within one (1) month of being hired.

4.9 It is understood and agreed that the District retains all of its power and authority to direct, manage, and control to the full extent of the law. Included but not limited to those duties and powers are the exclusive right to determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its education policies, goals, and objectives; ensure the rights and educational opportunities of students; determine staffing patterns; determine the numbers and kinds of personnel required; maintain the efficiency of District’s operations; determine the curriculum; build, move, or modify facilities; establish budget procedures and determine budgetary allocations; determine the methods of raising revenue, and take action on any matter in the event of an emergency. In addition, the District retains the right to hire, classify, assign, evaluate, promote, terminate and discipline employees.

The exercise of the foregoing powers, rights, authority, duties and responsibilities, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of the contract, and then only to the extent such specific and express terms are in conformance with the law.
Article 5. Organizational Security/Dues/Payroll Deductions/TRACS

5.1 The District and Association recognize the right(s) of employees to join and participate in activities of employee organizations.

5.2 The District shall deduct from the monthly paychecks of each employee the dues and other amounts authorized in writing by the employee.

5.3 The first and third calendar Mondays, after school, shall be reserved for Association work and business. Conflict dates will be adjusted through mutual agreement during the formulation of the school district calendar. No District or individual site meeting(s) requesting or requiring teacher attendance after regular school workday times shall be scheduled on these days. These dates shall be placed on the District Master Calendar.

5.4 PROFESSIONAL DUES AND PAYROLL DEDUCTION

Any employee who is a member of the Association, or who has applied for membership, may sign and deliver to the District an assignment authorizing the deduction of unified membership dues. Such authorization shall continue in effect until withdrawn in writing. Association members who currently have authorization cards on file for the above purposes need not be re-solicited. The District shall deduct one-tenth (1/10) of such dues from the regular salary check of the employee each month for ten (10) months.

5.4.1 Each time a person is newly employed in a position in the bargaining unit, the District shall inform the new employee of their employment status, rights, benefits, duties, responsibilities, and other related matters.

5.4.2 The District shall provide an annual new bargaining unit member orientation for all newly hired Bargaining Unit Members to take place within ten (10) calendar days prior to the first day of school, except when no new Bargaining Unit Members are commencing employment at the beginning of the year.

5.4.3 Any Bargaining Unit Member(s) hired after the start of the school year shall be provided an in-person orientation/ on-boarding meeting within ten (10) calendar days from the date of hire.

5.4.4 New Bargaining Unit Members will be compensated their daily rate of pay for
the time spent attending the required orientation/onboarding meeting when either occurs outside of the Contract year and/or Cont5.4 New Bargaining Unit Member Orientation (AB119) Day.

5.5 Scheduling of Orientation

5.5.1 The District shall provide written notice of the date, time, and location of all Bargaining Unit Member orientations/onboarding meetings by certified or electronic email to the Chapter President at least ten (10) workdays in advance of the annual orientation meeting(s) or ten (10) workdays in advance of other orientation/onboarding meetings that may occur throughout the year.

5.5.2 In the event the District is unable to comply with the above Article #, the District shall, at the request of the Association, reschedule the orientation/onboarding meeting and provide advance notice to the Association.

5.5.3 If, however, the District provides proof that there was an urgent need critical to the employer’s orientation that was not reasonably foreseeable, the Association shall be provided as much notice as possible.

5.6 Association Orientation/Onboarding Time

5.6.1 The Association shall be provided up to two (2) hours of uninterrupted time for the Bargaining Unit Member orientation/onboarding meetings.

5.6.2 The District administration will excuse themselves during the Association’s time.

5.6.3 The Association may invite California Teachers Association (CTA) endorsed vendors and CTA staff to Orientation/onboarding meetings.

5.6.4 If the orientation/onboarding meetings are held during the contractual time, the Association shall have District paid release time for up to four (4) Bargaining Unit Members to attend and participate in the orientation/onboarding meetings.

5.7 New Bargaining Unit Member Information

5.7.1 The following new Bargaining Unit Member information will be sent from the District to the Association President and the Associations Membership Chair, no more than thirty (30) days after the date of hire or by the first pay period of the month.
of hire:

____ 5.7.1.a. Name

____ 5.7.1.b. Home Address

____ 5.7.1.c. Phone Numbers (Cell, Home, Work)

____ 5.7.1.d. Personal Email Address (Not District Email)

____ 5.7.1.e. Last four (4) Digits of Social Security Number

____ 5.7.1.f. Date of Hire

____ 5.7.1.g School Site

____ 5.7.1.h. Grade Level/Assignment

____ 5.7.1.i. Employment Status (Probationary, Intern, PIP, STIP, Temporary, Other)

________

5.8. Monthly Bargaining Unit Member Information Roster

5.8.1 The following information for all Bargaining Unit Members will be sent from the District to the Association President and the association's Membership Chair, electronically in Excel by the 30th of each month:

____ 5.8.1.a. Name

____ 5.8.1.b. Home Address

____ 5.8.1.c. Phone Numbers (Cell, Home, Work)

____ 5.8.1.d. Personal Email Address (Not District Email)

____ 5.8.1.e. Last four (4) digits of Social Security Number

____ 5.8.1.f. Date of Hire

____ 5.8.1.g. School Site

____ 5.8.1.h. Grade Level /Assignment
5.8.1.i. Employment Status (Permanent, Probationary, Intern, PIP, STIP, Temporary, Other)

5.8.1.j. Status Change Reason (Contact Information, Leave of Absence, Retired, Non-Reelect, Resigned, Moved to Administration, Terminated, New Hire, Other)

NOTE: If an Agreement is not reached between the parties through negotiations, this matter (AB119) is subject to expedited binding arbitration.

TRACS

5.9 Beginning with the 1999-2000 school year, deductions for 1.00 full-time equivalent (FTE) employees commenced for contributions to TRACS. The Amador County Unified School District will match employee contributions for the duration of the TRACS program. The District shall provide a matching contribution for employee payments to Retiree Health Benefit Plan (designated as the Trust for Retirees of Associated California Schools “TRACS”) equal to the applicable amount determined by the TRACS board with respect to the relevant contribution period for full-time employees (receiving the maximum District contribution towards health and welfare benefits) participating in the Retiree Health Benefit Plan which became effective July 1, 1999. When the TRACS Board recommends increasing contribution levels, the District will implement the change effective July 1 of the following year.
Article 6. Work Days and Hours

6.1 The school year shall consist of 180 student instructional days.

6.2 The employee work year shall consist of a total of 183 workdays. At the individual teacher’s discretion, one service day shall be scheduled for any of (a) the weekday prior to the first student instructional day of the school year, (b) the weekday following the final student instructional day of the school year, or (c) one (1) one-half (1/2) days scheduled at the Employer’s discretion during the final three (3) weeks of each semester.

6.2.1 High School Counselors will work fifteen (15) additional scheduled days at per diem rate as mutually agreed to by the site administrator and counselor.

6.2.2 Elementary and Junior High Counselors may work up to five (5) additional days as determined by the counselor and their site administrator.

6.2.3 Agriculture Incentive Teachers (one per FFA) may work up to twenty (20) additional days as determined by the teacher and site administrator in compliance with Ag. Incentive Grant as long as funds are available.

6.3 The employee workday shall be seven (7) hours, excluding a lunch period of a minimum of thirty (30) consecutive minutes duty-free.

6.4 The development of the school calendar is subject to negotiation. The bargaining unit has a strong preference that the first semester ends at the winter break (Christmas). When any holiday falls on a Sunday, it shall be observed the following Monday. If a holiday falls on a Saturday, it shall be observed the preceding Friday. The following days shall be considered non-work or holidays:

- Labor Day – First Monday in September
- Veteran’s Day – November 11th
- Thanksgiving Day – Thursday in November
  as designated
- Friday after Thanksgiving
- Christmas Eve - December 24th
- Christmas Day - December 25th
- New Year’s Eve Day – December 31st
- New Year’s Day – January 1st
- Martin Luther King Day – Third Monday in January
- Lincoln’s Birthday – Monday of the week in which February 12th occurs
- President’s Day – Third Monday in February
- Memorial Day – Last Monday in May
- Independence Day – July 4th (summer school)
- Good Friday and the Monday after Easter

6.5 Individual variations from the workday when not adversely affecting the school or district may be arranged between the teacher and site administrator, with the approval of the Superintendent, or the Superintendent’s designee.

6.6 A teacher who volunteers to be employed as a tutor in the District’s after-school tutoring program, and whose tutoring duties fall within his/her workday of seven (7) consecutive hours (excluding lunch), may, with the approval of the site administrator, and the Superintendent, or the Superintendent’s designee, interrupt the workday for a tutoring session of not more than 90 minutes and then resume the remainder of the workday at the end of the tutoring session.

6.7 Teachers shall teach a maximum of 54,000 minutes per year. Teaching time (for Article 6.8 only) refers to the instructional minute’s calculations as required by Ed. Code 46201.

6.8 Itinerant staff will manage their preparation period based on-site assignment and student scheduling.

6.9 Block Schedule teaching assignments:
Within an eight-period schedule, each special education teacher shall be given a regular preparation period and a collaboration period equivalent in time to the regular class periods. Efforts will be made to provide preparation and collaboration periods on alternate days, if possible. Elementary special education teachers with multiple grade levels will have priority of scheduling for purposes of recess/yard duty to minimize scheduling conflicts within the special education classroom.

6.10 All Teachers through approved assignments will have a duty-free preparatory time equivalent to other staff members at their assigned school sites.
6.11 At the TK-6 levels, a minimum preparation period of forty-five (45) minutes shall be provided each day. No required meeting(s) shall be held during the scheduled elementary preparation period (except by consensus of the teaching staff).

6.12 At the junior high and high school levels, the preparation periods shall be staggered throughout the workday and workweek. Preparation time may not be provided on a daily basis but shall be equalized over a two (2) week period. Holidays that may occur on Mondays will not be made up as part of any equalization effort. On a regular seven (7) period schedule, daily preparation equivalent to a class period will be provided. (Teach 6 ~ Preparation 1).

6.13 Block Schedule teaching assignments

Within an eight-period schedule, each teacher shall be given a regular preparation period and study hall equivalent in time to the regular class periods. Study hall students will be distributed to all teachers in a way that study hall class sizes will be equitable. Any variance from a study hall class assignment cannot include a class that is offered for credit. No more than 10% of full-time site staff will be placed on a “special assignment” in-lieu of a study hall assignment without a 2/3 full-time staff approval. Any in-lieu assignment must be established by mutual agreement of the teacher and principal. Efforts will be made to provide preparation and study hall on alternate days, if possible. Study hall teachers will not be required to give homework or teach an assigned curriculum but will be expected to maintain appropriate classroom control.

6.14 A class for credit that is taught outside of a regular scheduled full-time teaching assignment (i.e., “0” period or on a prep period) will be allowed as follows: 6.14.1 only one course per department per year;

6.14.2 the class will be taught by a tenured teacher, if available;

6.14.3 the teacher will receive 1.194 salary equivalent on a per-diem rate;

6.14.4 equivalent of a full-time prep period plus 1/6 of the prep period will be added to the teacher’s workday which may be divided/equalized over alternate days;

6.14.5 a teacher will not teach an extra class for consecutive years if there is an interest by other staff members to teach that class;

6.14.6 the site principal, in consultation with the department head, will decide the teacher assignment for the class.
6.15 The Association and District recognize that additional time may be needed for staff meetings, not to exceed two (2) one-hour meetings per month. Compensating time off (CTO) will be provided upon request by the employee for additional time spent at staff meetings above two (2) hours per month. Professional discretion will be used by the employee and site administrator in the scheduling of CTO.

6.16 Adjunct Duties:

It is recognized and agreed that certificated employees' duties and responsibilities continue beyond the workday for which additional compensation may not be provided. These include but are not limited to 6.16.1 Club and class advisors.

6.16.2 Reasonable number of in-service assignments.

6.16.3 Student supervision.

6.16.4 Reasonable number of faculty meetings.

6.16.5 Parent conferences.

6.16.6 Any required SST, 504, IEP, or additional meeting excluding 6.16, etc. meeting time that extends beyond the regular workday (7 hours) or begins after the regular workday (7 hours), General Education Teacher Employees (as per Article 2) will be compensated at the negotiated hourly-rate. Every attempt will be made to schedule SSTs, 504s, IEPs, etc. during the workday. (outside of Prep Time as per Article 6.8) The District/Site* will pay for and arrange a substitute teacher that will enable the regular teacher to attend an SST, 504, IEP, etc.

6.16.7 2 Public School Nights per school year (one of which will be “Back to School Night” which will occur within the first 4 weeks of school), not to exceed 2 hours per occurrence.

6.16.8 School activities such as seasonal programs, etc.

6.17 Less than full-time employees/preparation period: an employee teaching four hours or more shall receive a 1/2 hour preparation period. An employee teaching less than four hours shall receive no preparation period.

6.18 An employee working less than full-time will be paid the following fractions of
their placement on the salary schedule:

Seven Period Schedule
Eight Period Block Schedule
1 hour (1 period) .1666
1 period .1667
2 hours (2 periods) .333
2 periods .33
3 hours (3 periods) .5
3 periods .50
4 hours +1/2 hour prep .75
4 periods .667
5 hours +1/2 hour prep .916
5 periods .833

Prep and Study Hall will be prorated proportionally

6.19 Travel time shall not be considered as duty-free lunch period or preparation period time.

6.20 One (1) class period equivalent release time for High School WASC Coordinator during WASC Accreditation year(s).

6.21 Employees shall be compensated for working days required by the Employer that is in excess of one hundred eighty-three (183) days at the Employees per diem rate of pay.

6.22 The Employer will provide morning and afternoon breaks of not more than ten (10) minutes in length for all full-time Employees except in emergencies. However, the Employee is responsible for scheduling these breaks in his or her daily schedule.

6.23 In addition to the workday defined above, required meetings shall be held on a scheduled basis. There shall be no more than an average of one (1) meeting per month of not more than two (2) hours for County Special Education activities (maximum of ten [10] meetings per year). All unit members Special Education Staff are required to attend the monthly staff meeting. A minimum of 15 minutes during each meeting shall be allocated for Association’s business. Employees shall not be required to attend this portion of the meeting. Additional mutually agreed upon Association/County District meetings may be scheduled to discuss mutual concerns. In addition, Employees are expected to attend applicable school staff meetings and other special meetings, i.e. General Education Staff Meetings, IEP meetings when appropriate, Back-to-School Night, Open House, etc., at the school site(s). Employees who serve more than one (1) school site may apportion their time appropriately.*

6.24 All unit members shall be notified of all Staff Development offered.
6.25 Employees serving as official representatives to other school-related professional agencies may do so as part of their work assignment. Prior approval shall be obtained from the SELPA Director or immediate supervisor a minimum of 48 hours prior to the event, to serve in such capacity.

6.26 SEAC Employees who are itinerant (assigned to multiple school sites) will not have to serve bus and/or yard duties.
Article 7. Class Size and Student Information

7.1 The district agrees to assign pupils in compliance with state law within the constraints of financial resources and available facilities. The district further agrees to support the assignment of students within the district in such a manner as to equalize the teaching load within grade levels and/or subject matter areas insofar as possible.

7.2 Pupils shall not be placed in any classroom in larger numbers than the capacity of the teaching facility and/or basic workstation.

7.3 Class Size TK-6

   Class size shall not exceed the following:

   7.3.1 Thirty students for Grades TK-3
   Thirty-two (32) students for Grades 4-6
   Twenty-eight (28) students for Multi-grade Combinations

    7.3.2 In grades TK-6, one student per grade level per school may be added, excluding multi-grade combinations, and combinations, none of which may exceed twenty-eight (28).

   7.3.3 Student contacts, (grades 4, 5 and 6) TK-6 will include special education students who attend class on a regular basis (i.e. any portion of a school day - daily, weekly, bi-monthly, monthly).

7.4 Class Size 7-12

7.4.1 Class sizes in grades 7-12 shall not exceed the number of workstations, equipment, space, computers, or as law dictates such as, but not limited to, science labs, industrial arts, drafting, and homemaking classes.

7.4.2 Class size in grades 7-12 shall not exceed thirty-five (35) students without the permission of the individual instructor. P.E., Drama, Chorus, Band, and other large group instruction whose limits shall not exceed 45 students without the permission of the individual instructor.

7.4.3 Student contacts for all 7-12 teachers with the exception of P.E., Drama, Chorus, Band, and other large group instruction shall be one hundred eighty (180)
students during the assigned teaching schedule, excluding study hall. The 180 student contacts may be increased by 10 students for each period of Band, P.E., Drama or Chorus assigned.

7.4.4 Student contacts shall include Special Education students who attend class on a regular basis.

7.4.5 Study hall assignments shall be evenly distributed among teachers according to the student-teacher ratio of the school.

7.4.6 Schedule changes that are contrary to the contract shall be negotiated and finalized by April 1 prior to the ensuing school year unless dictated by State Budget restrictions or State Law.

7.4.7 The class size limit for Alternative Education Programs shall be twenty to one (20:1).

7.5 When class size exceeds limits specified in 7.3 and 7.4, the site/District administrator(s) shall consider the following alternatives and correct or resolve the class size conflict within twenty (20) working days. When the class size exceeds limits at the start of the school year, the District must resolve or correct the situation within twenty-five (25) working days of the first day of school for students.

7.5.1 Re-balance classes at the school site to conform with individual contracted class maximums.

7.5.2 Hire an additional instructor.

7.5.3 Transfer excess students to another site within the District.

7.6 The Employer shall maintain class size and caseload in compliance with the rules and regulations of the Amador County Special Education Local Plan Area and the provisions of the current Education Code, State regulations, i.e., waiver, and other related laws as specified for each authorized class.

7.6.1 Teachers for whom caseload waivers must be submitted will request a committee meeting as described in 7.7.

7.7 If class size or caseload goes beyond SELPA policy and regulations, the situation will be reviewed by a committee, which will consider all available options to reduce or balance class sizes and maintain program quality, within thirty (30) days.

7.7.1 The committee will consist of the teacher, the SELPA Director, and other
parties who believe they may be affected. The committee’s input must be provided to the SELPA Director/designee within thirty (30) days for consideration by the SELPA Director/designee in reaching his or her final decision. A written copy of this decision will be provided to the committee, the Teacher’s Advisory Committee, and the SELPA Program Committee.

7.8 In the event an employee is working under a State Waiver to exceed class size limits, the Employee will receive a copy of said Waiver.

Article 8. Evaluation
8.1 **Procedure.**

8.1.1 Employee evaluation shall be performed in accordance with the provisions of Education Code Section 44660 et seq., and the District evaluation procedure. The California Standards for the Teaching Profession numbers I through V are included by reference.

I. Standard for Engaging and Supporting All Students in Learning

II. The standard for Creating and Maintaining Effective Environments

III. Standard for Understanding and Organizing Subject Matter

IV. The standard for Planning Instruction and Designing Learning Experiences

V. Standard for Assessing Student Learning

8.1.2 Evaluation of employees shall include, but shall not be limited to, consideration of (a) progress of pupils toward the standards established by the Board; (b) instructional techniques and strategies; (c) adherence to curricular objectives; (d) establishment and maintenance of a suitable learning environment; and (e) performance of other duties normally required as part of their regular assignments.

8.1.3 The evaluation shall be based on classroom or work-area visits, formal conferences, personal observation, and other applicable data. Any evaluation of employee performance shall not include the use of publisher’s norms established as a result of standardized tests.

8.1.3.1 (Employees other than General Education) All evaluations of performance shall be done by the SELPA Director or designee, within the context of the program(s) and special assignment(s) for which the employee is responsible. The evaluation shall be based on classroom or work-area visits, formal conferences, personal observation, and other applicable data. Any evaluation of employee performance shall not include the use of publisher's norms established as a result of standardized tests.

8.1.3.2 Anonymous verbal complaints shall not be used in the evaluation of a unit member.

8.1.4 The District Superintendent delegates the responsibility for a school site evaluation to the School Principal. The School Principal or prime evaluator may personally evaluate all school site certificated employees, may delegate some evaluation duties to credentialed administrators or may request assistance in evaluation from one or more secondary evaluators. The School Principal has the
final responsibility for submitting written reports on prescribed forms of each
certificated person’s work at state intervals. For good cause, an evaluatee may
request an evaluator other than the prime evaluator.

8.1.5 Temporary employees may be evaluated annually. Probationary employees will
be evaluated annually during their probationary years. Permanent employees may
be evaluated at least every other year. Teachers who meet the standards of
Education Code Section 44664(a) (3) will be evaluated on a five-year cycle. The
Education Code provides: “At least every five years for personnel with permanent
status who have been employed at least 10 years with the school district, are highly
qualified, as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated
the employee as meeting or exceeding standards if the evaluator and certificated
employee being evaluated agree. The certificated employee or the evaluator may
withdraw consent at any time.” **In the event the evaluator withdraws consent, the
evaluatee, association representative and evaluator shall meet upon request.**
Additional evaluations of temporary, probationary, or permanent employees may be
conducted if deemed necessary by the evaluator.

8.1.6 All official evaluations shall be in writing on a form or forms approved by the
District and the Association as provided in Exhibit Q. Each evaluation will include
three of the five standards selected by mutual agreement. In the event that the
teacher and evaluator are unable to agree on the standards, the teacher will select
two standards and the evaluator will select a third. If employee weaknesses are
noted, specific recommendations for improvement shall be made in writing on the
evaluation form. Recognition of exemplary performance is encouraged.

8.1.7 Two (2) copies of each evaluation shall be signed by the employee and the
evaluator. Signing the evaluation form does not indicate concurrence, only that the
employee has seen the evaluation and that it has been discussed. One (1) copy
shall be given to the employee and one (1) forwarded to the District Office for
retention in the employee’s personnel file. The employee may attach any comments
that are felt to be pertinent to the specific evaluation within ten (10) working days.

8.1.8 Serious or recurring complaints concerning an employee shall be submitted to
the employee in writing by his/her School Principal.

8.2 **Timeline.**

(The language in this section, “each evaluatee”, includes temporary, probationary,
8.2.1 During the first two weeks of school each evaluatee familiarizes him/herself with the current standards and reviews the job description, including other duties normally required as part of the regular certificated assignment.

8.2.2 By the fifth week of school, an initial meeting is held between the prime evaluator and each evaluatee. This meeting should result in agreement upon the three standards and measures of success for the school year. The prime evaluator and the evaluatee shall sign the result of the initial meeting as an indication that consensus was reached. Each party shall receive a copy of the agreement (Pre-Observation Form). The agreements made in the initial meeting may be changed or modified at any time during the year with the mutual consent of both the prime evaluator and evaluatee.

8.2.3 Prior to the end of the first semester an observation is conducted for all temporary and probationary certificated employees assigned to the prime evaluator. A post-observation conference will be held within one week. The evaluator and evaluatee will sign the classroom observation form (Classroom Observation/Post-Observation Conference) indicating the conference was held. The evaluatee will have an opportunity to make a written statement.

8.2.3.1 If deficiencies are noted the evaluator and evaluatee will develop an improvement plan. The improvement plan shall include areas of deficiencies, suggested strategies for improvement, and a timeline.

8.2.4 At least thirty days prior to the end of the third quarter an observation is conducted for all permanent certificated employees assigned to the prime evaluator. A post-observation conference will be held within one week. The evaluator and evaluatee will sign the classroom observation form (Classroom Observation/Post-Observation Conference) indicating the conference was held. The evaluatee will have an opportunity to make a written statement.

8.2.5 By the end of the third quarter a second observation is conducted for all temporary and probationary certificated employees assigned to the prime evaluator. A post-observation conference will be held within one week. The evaluator and evaluatee will sign the classroom observation form (Classroom Observation/Post-Observation Conference) indicating the conference was held. The evaluatee will have an opportunity to make a written statement.

8.2.6 At least thirty days prior to the last day of student attendance, the final
evaluation report (Certificated Employee Performance Evaluation) of each
certified employee will be filed in the personnel office. The prime evaluator will
write the final evaluation report based on observations and conferences. An
evaluation conference will be held. Both parties will sign the final evaluation,
indicating the meeting was held. The evaluatee will have an opportunity to make a
written statement. A copy will be provided to the employee and the original will be
placed in the district personnel file.

8.2.6.1 If employee performance is unsatisfactory, the evaluator shall make specific
recommendations as to areas of improvement in the Employee’s performance and
attempt to assist the Employee in such performance.

8.2.6.2 Should the Employee receive an Interim and/or Final Evaluation which
generally indicates deficiencies exist in his/her job performance, follow-up
counseling between the supervisor and the Employee will take place. The
supervisor will offer suggestions for improvement in the Employee's performance.
Such suggestions may require a workshop or a college class at District expense. If
the Employee received an Interim Evaluation that indicated obvious deficiencies and
continued lack of job performance, the Final Evaluation may indicate the need for
reassignment or dismissal. When any permanent Employee has received an
unsatisfactory evaluation, the Employee shall be annually evaluated until a positive
evaluation is achieved. Documentation of satisfactory performance shall be placed
in the personnel file.

8.2.7 Employee evaluations are confidential and shall not be discussed with
personnel who are not involved in the evaluation process of a particular Employee.

Article 9. Personnel File

9.1 Personnel files shall be maintained in accordance with provisions of Education
Code 44031.

9.2 Materials in personnel files, which may serve as a basis for affecting an employee's employment status, shall be available for inspection by the employee or by a representative designated in writing by the employee.

9.3 Any employee shall be allowed to inspect all materials in the employee's personnel file pursuant to the provisions of Education Code Section 44031. A record of materials temporarily removed from the file shall be contained within the file.

9.4 Information shall not be entered or filed in the employee's personnel file unless the employee is given notice of the entry and an opportunity to review and comment thereon. An employee shall have the right to enter and have attached to any derogatory statement, the employee's own comments thereon within ten (10) calendar days of notification. Notification is to be given in person or by certified mail.

9.5 The District shall maintain the employee personnel files at the District's central office. An employee may review any informal files related to his/her employment kept by an employee’s supervisor.

9.6 After four years, upon teacher request, any derogatory or negative materials, excluding evaluations, shall be moved into a sealed folder within the relevant employee’s personnel file. Any materials contained in such sealed folders are referred to as the “Sealed Materials.” The Sealed Materials will be accessible by appropriate county-level personnel (for example, the Superintendent and Director of Human Resources) and their advisors (for example, attorneys), but will not be accessible by site administrators (for example, principals and assistant principals). The Sealed Materials may be used only for the limited purposes permitted under the California Education Code.

9.7 Anonymous documents, letters, and materials shall not be filed in personnel files.

Article 10. Leaves

10.1 Employees shall be entitled to ten (10) days of sick leave per year. The District
shall provide for each employee an official notification of the amount of accumulated sick leave with each month's paycheck.

10.2 Personal Necessity Leave

10.2.1 Up to seven (7) days of leave of absence for illness or injury allowed pursuant to Education Code 44981 may be used by the employee at his/her election, in case of personal necessity. In keeping with the intent of section 44981, sick leave used as personal necessity leave cannot be used as vacation time or to extend Thanksgiving, winter or spring recesses.

10.2.2 Acceptable reasons for the use of personal necessity leave include:

- Death of a member of the employee’s immediate family when additional leave is required beyond that provided for in Article X, Section Three (3).
- Accident involving employee’s person or property or the person or property of the member’s immediate family.
- Serious illness of a member of the employee’s immediate family of such an emergency nature that the presence of the employee is required during the workday.
- Appearance in court as a litigant except as a party in an action brought against the District by the employee.

10.2.3 An employee may use four (4) days of personal necessity leave to attend to matters not specifically listed above, based upon the employee’s discretion. The purpose of these days is, for illustration and not limited to, appointments (personal or medical), graduations, weddings, or the birth of a grandchild.

10.2.4 In the event that an employee exhausts his/her current year's sick leave and has no carryover sick leave, absence due to illness or injury may be unpaid. Unpaid leave may affect STRS earnings/retirement. The district is not obligated to provide opportunities for employees to “make up” for unpaid time.

10.2.5 Personal necessity leave may be granted for reasons not listed above. The decision to grant personal necessity leave shall be the responsibility of
the Superintendent or designee.

10.2.6 Religious holiday leave is deemed personal necessity leave and is covered by previous paragraphs.

10.2.7 Notification of the use of personal necessity leave will be filed in writing with the appropriate site principal at least twenty-four (24) hours in advance unless the emergency nature of the request (serious illness of a family member or accident to person or property, for example) would preclude advance warning. In those cases, notification must be filed within twenty-four hours of the return to work. The employee is responsible under all circumstances to notify the District Substitute Service by telephone.

10.3 Bereavement Leave

10.3.1 Bereavement leave shall be granted in accordance with the provisions of Education Code Section 44985. A certificated employee shall be granted five (5) days leave of absence for the death in the employee's immediate family or upon receiving official notice in time of military service that a member of the immediate family is missing.

10.3.2 No deduction will be made from the salary of such employees nor shall such leave be deducted from leave granted by other sections of these policies.

10.3.3 Bereavement leave may be granted in special circumstances for the death of an individual not identified under the “immediate family” definition at the discretion of the Director, Human Resources Dept.

10.4 Sabbatical Leave

10.4.1 Sabbatical leave shall be granted in accordance with the provisions of Education Code Section 44966 to 44976 inclusive which includes articles on travel, study, and method of payment.

10.4.2 A leave of absence for study or travel may not exceed one (1) year and must benefit the schools and the pupils of the District. The Board may provide for such leave to be taken in separate six (6) month periods or separate quarters rather than for a continuous one (1) year period, provided that the leave of absence for the separate periods shall be commenced and completed within a three (3) year period. (Education Code 44966).
10.4.3 No more than three (3) employees may be on sabbatical leave at any time.

10.4.4 Employees granted leave must agree to render at least two (2) full years of paid service upon return from sabbatical leave.

10.4.5 Before the sabbatical leave is approved, the Employee must submit a study plan including a detailed description of the program, the name of the educational agency, and a detailed description of how such leave will benefit students. This study plan must be submitted to the Employer no later than six (6) months prior to the proposed beginning date of the leave.

10.4.5.1 The number of sabbatical leaves granted in one (1) school year shall not exceed three (3) five (5) at any given time during the year.

10.4.5.2 Sabbatical leaves shall not be granted to permit an Employee to accept other employment.

10.4.5.3 An Employee shall be paid during the period of sabbatical leave at the rate of one-half of the previous year's regular contract daily rate up to a maximum of 183 days. Such payment shall be made on regular contract pay schedules.

10.4.5.4 Benefits available to other unit members shall be available to those on sabbatical leave if allowed by the carrier if the Employee chooses to pay all costs of the insurance. Employees can choose to pay for the benefit costs with cash or by providing substitute services for 48 days during their sabbatical leave.

10.4.5.5 An Employee who is granted partial-year sabbatical leave shall be paid in proportion to a full-time salary.

10.4.5.6 An Employee who has received a sabbatical leave shall not be considered to be eligible for further sabbatical leaves until seven (7) years of service have been completed.

10.4.5.7 Upon return from the sabbatical leave, an Employee shall be placed on the salary schedule at the level which the Employee would have achieved had the Employee remained actively employed in the system during the period of absence.

10.4.5.8 Prior to the commencement of sabbatical leave, the Employee will sign appropriate documents to ensure repayment to the Employer of the salary and benefits costs paid during the sabbatical leave in the event the employee fails to complete two (2) years of employment following such leave.

10.4.5.9 Content of project and length of service time will be the controlling factors when more than three (3) five (5) Employees request a sabbatical leave for the year.
10.5 **Maternity Leave**

10.5.1 Leaves of absence for pregnancy and childbirth shall be granted in accordance with provisions of Education Code Section 44965.

10.5.2 Any female employee regularly employed in the District shall be granted maternity leave under the following conditions:

10.5.2.1.1 The employee seeking maternity leave shall provide reasonable notice to the district of her impending temporary disability.

10.5.2.1.2 In order to return to her duties, an employee must present to the Personnel Office a written statement from her doctor.

10.5.2.1.3 Payment to the employee before and after the birth of the baby shall be in accordance with the existing sick leave policy.

10.5.2.1.4 Employees may elect to retain no more than ten (10) days of sick leave during a maternity leave period.

10.5.2.1.5 Employee is not eligible for differential pay if any sick leave is retained.

10.5.3 **Pregnancy disability shall be defined as temporary disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom and shall be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment.**

10.5.3.1 The Employer shall provide a leave of absence for any certificated Employee who is required to be absent from duties because of pregnancy disability.

10.5.3.2 At the option of the Employee, the Employee may elect to request pregnancy disability leave of absence without the use of sick leave provisions in order to preserve accumulated sick leave days earned along with the differential pay provision for the period of 100 workdays or less as provided by current law.

10.5.3.3 The Employee is expected to establish a beginning and ending date with her supervisor approximately three (3) months in advance of the leave in order to plan for a temporary replacement.
10.5.3.4 The length of the leave of absence, including the date on which the leave shall commence shall be determined by the Employee and the Employee’s physician with notification to the supervisor.

10.5.3.5 The pregnancy disability leave ceases as soon as the Employee’s physician certifies in writing that the temporary disability has ended; provided, however, that such leave shall normally terminate not later than thirty (30) calendar days following childbirth or the termination of the pregnancy unless it is verified by a written statement from the Employee’s physician that the temporary disability still exists, in which case, such leave may be extended until such time that the physician certifies that the disability has terminated.

10.5.3.6 Upon return, the Employee shall be reinstated to the position she held when the leave began or to a comparable position without a decrease in the rate of compensation or loss of promotional opportunities, or any right or privilege of employment including salary increments and fringe benefits.

10.5.3.7 At the end of the temporary disability, the Employee shall either return to employment, request an appropriate leave of absence, or resign.

10.5.3.8 Employees employed as replacements or substitutes for Employees on a pregnancy disability leave of absence shall be notified at the time they are hired that their employment is on a temporary basis due to the leave status of a Regular Employee.

10.6 Family Care Leave

10.6.1 Family care leave is a leave of absence which is taken by reason of:

10.6.1.1 The birth of a child of the employee, the placement of a child with an employee in connection with the adoption or foster care of the child by the employee, or the serious health condition of a child of the employee.

10.6.1.2 To care for a parent or a spouse (or registered domestic partner) who has a serious health condition.

10.6.1.3 An employee’s own serious health condition that makes the employee unable to perform the functions of the position of that employee, except for leave taken for disability on account of pregnancy, childbirth, or related medical conditions.
10.6.1.4 If an employee needs family care leave for someone other than a spouse (or registered domestic partner), parent, or child, the Board or Board designee may at their discretion grant family care leave if an employee requests so in writing.

10.6.2 An employee's parent is limited to a biological parent, foster parent, adoptive parent, step-parent, or a previous legal guardian. An employee's child is limited to a biological, foster, or adoptive child, a step-child, a legal ward, or a child for whom the employee stands in loco parentis who is either under nineteen years of age or an adult-dependent child. A serious health condition is an illness, injury, impairment, or physical or mental condition which warrants the participation of a family member to provide care.

10.6.3 Employees may use up to seven days of personal necessity leave for family care leave. The leave is deducted from accrued sick leave. At the discretion of the Board or Board Designee, additional days may be granted. The employee must petition the Board in writing.

10.6.4 Family care leave may also be granted as an unpaid leave of absence up to a total of four months in a 24 month period. Employees must have had one or more years of continuous service with the district to be eligible for such unpaid leave.

10.7 EXCHANGE TEACHING LEAVE
10.7.1 The Board may grant a leave of absence for exchange teaching in accordance with the provisions of Education Code Section 44853 to 44855 inclusive.
10.7.2 Time served while on exchange teaching assignment shall be credited to the employee for all benefits as if the employee served as a resident employee.

10.8 Industrial Accident and Illness Leave (Workers Compensation)
10.8.1 Leave of absence is provided, in accordance with provisions of Education Code Section 44984 as provided herein. In all cases of industrial accident and illness, the employee shall notify the site administrator immediately when an injury or illness arises out of and in the course of employment. The provisions of allowable leave include the following provisions:

10.8.1.1 Allowable leave shall be for not less than 60 days during which the schools of the District are required to be in session or when the employee would otherwise
have been performing work for the District in any fiscal year for the same accident.

10.8.1.2 Allowable leave shall not be accumulated from year to year.

10.8.1.3 Industrial accident or illness shall commence on the first day of absence.

10.8.1.4 When an employee is absent for duties on account of an industrial accident or illness, the employee shall be paid such portion of the salary due for any month in which the absence occurs as, when added to any temporary disability indemnity under Division 4 or Division 4.5 of the Labor Code, will result in a payment of not more than the employee's full salary.

10.8.1.5 Industrial accident or illness leave shall be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.

10.8.1.6 When an industrial accident or illness leave overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due for the same illness or injury.

10.8.2 Upon termination of the industrial accident or illness leave, the employee shall be entitled to the benefits as provided in section 1 herein. For the purpose of this provision, the absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the employee continues to receive temporary disability indemnity, he/she may elect to take as much of their accumulated sick leave which, when added to any temporary disability indemnity, will result in a payment of not more than the employee's full salary.

10.8.3 Upon termination of the industrial accident or illness leave, the employee shall be entitled to the benefits provided in Education Code Sections 44977, 44978, 44983. This allows the employee to utilize, in the current year, ten (10) days of sick leave and then allows for a five (5) school month leave. The employee would use accumulated sick leave during this time. When the accumulated sick leave is exhausted, the employee would be entitled to substitute differential pay.

10.8.4 During any paid leave of absence, the employee may endorse to the District the temporary disability indemnity checks received on account of the industrial accident or illness. The District, in turn, shall issue the employee appropriate salary warrants for payment of the employee’s salary and shall deduct normal retirement, other authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the employee for periods covered by such salary warrants.

10.8.5 Any employee receiving benefits as a result of this section shall, during periods of injury or illness, remain within the State of California.
unless the governing board authorizes travel outside the state.

10.8.5.1 The total of the Employee’s temporary disability indemnity and the portion salary due to the Employee during such absence shall equal his/her full salary.

10.8.5.2 An Employee shall be deemed to have recovered from an industrial accident or illness and thereby able to return to work, at such time as the Employee’s physician verifies that the Employee is fully capable of performing job requirements. At the Employer’s cost, the Employer has the option to select a physician of its choice to certify that the employee is fully capable of performing job responsibilities.

10.8.5.3 An industrial accident or illness is defined as an injury or illness whose cause can be traced to the performance of duties on the job and as adjudged under the provisions of the State Worker’s Compensation Insurance Law.

10.8.5.4 The Employer’s report of an industrial accident or illness shall be kept on file in the Human Resources office. The Director shall be notified of any accident or illness within twenty-four (24) hours of such incident.

10.8.5.5 The benefits provided in this paragraph are in addition to sick leave benefits. Accordingly, the Employer shall not deduct accumulated sick leave from the sick leave allotment of an Employee who is absent as the result of an industrial accident or illness.

10.8.5.6 An Employee on such leave will be entitled to paid fringe benefits for a period of time not to exceed one (1) calendar year from the date of accident or illness. Thereafter, the Employee may elect to continue in all group benefits plans at the Employee’s cost.

10.9 Military Leave

10.9.1 Military leave shall be granted by the District to any employee called into active military service as per Education Code #44800.

10.9.2 An employee may return to the same or comparable position within the
District. An honest, goodwill effort will be made to accommodate the returning employee to his/her previous site, school, and position as soon as possible upon notification of returning.

10.9.2.1 The Employee will receive during the first thirty (30) calendar days of such leave full daily rate of pay compensation in addition to whatever pay is received from the federal or state government for training if one (1) year of service has been rendered to the District.

10.9.2.2 The Employee on such leave shall maintain the right to be restored to his/her former position or a comparable position at the same salary the Employee would have received had he/she not been on military leave. In addition, the Employee shall be entitled, if so desired, to continue all benefit provisions at his/her own expense.

10.10 Other Leaves and Absences

10.10.1 The Board may grant others including Educational Conference Leaves and Sabbatical Leaves, with or without pay, for reasons not specified in this Agreement.

10.11 Miscellaneous

10.11.1 Unless otherwise provided in Article 10, an employee returning from a paid or unpaid leave of absence shall be entitled to return to the same or similar assignment if available.

10.11.2 Unpaid Leaves. The Board may grant unpaid leaves to employees. The Superintendent or designee may grant short-term unpaid leaves for up to 20 days. Employees granted unpaid leaves may elect to maintain their benefits at the employee's own expense during a period of unpaid leave. Unpaid leave may affect retirement credit due to provisions of the Education Code.

10.12 UNPAID LEAVE OF ABSENCE

10.12.1 Employees may request a leave of absence for one semester, or up to a full school year provided an appropriately credentialed replacement can be secured. Employees may reapply for additional leaves.

10.12.2 For requested leaves of absence which are less than one (1) year, the
Employee must contact the Human Resources Dept. by telephone at least ten (10) workdays prior to the beginning date of the requested leave. This verbal request must be followed up in writing.

10.12.3 The Employer will respond to the request within five working (5) days following the Board’s consideration of receipt of the written request (normally the next regularly scheduled Board Meeting).

10.12.4 Unpaid leaves may be requested for reasons including but not limited to travel, study, illness in the household, or personal need

10.12.5 Time spent in unpaid leave status shall not count toward a step increase on the salary schedule or toward seniority.

10.12.6 Employees who are on an unpaid leave of absence shall not receive fringe benefits paid by the Employer. The Employee has the option of continuing benefit coverage at his/her own expense. Employees shall notify the Employer in writing prior to the commencement of their unpaid leave whether they wish to continue to receive benefit coverage at their own expense during the leave. Failure to notify the Employer of their choice shall be deemed a request to discontinue fringe benefits coverage.

10.12.7 Part of the leave approval will include a timeline for the Employee to notify the Employer of his/her intention to return. If leave is granted for a year or more, notification of intent to return shall be required four (4) months prior to the return date.

10.12.8 At the conclusion of the leave the employee shall be reinstated to the position he/she held when the leave began or to a comparable position. The assignment shall be under the guidelines of the transfer procedure.

10.13 CIVIC DUTY LEAVE

10.13.1 Jury Duty - An employee who is summoned for jury duty or subpoenaed to appear in court as a witness shall be excused for that purpose without loss of pay. The employee shall remit to the district any jury or witness fee, excluding mileage received. The employee who uses other than workdays while on jury duty shall not be required to remit or waive jury fees in order to receive his/her salary.

10.13.2 Full-time and part-time Employees may be granted up to twenty (20) days leave per year with pay for service on boards, commissions, committees, and groups acceptable to the Employer so long as such service is performed in the state, and if the organization in question informs the unified superintendent of the service, and
agrees to reimburse the unified superintendent for the cost of the substitute employees and the administrative costs.

10.14 Catastrophic Illness Leave

10.14.1 Employees in the bargaining unit may donate accumulated sick leave days to another employee in the Amador County Unified School District who is in need of additional paid time due to a catastrophic illness.

10.14.2 Days donated will be (seven) 7 hours for the first day, time after the first day (7 Hours) can be donated by the hour.

10.14.3 Whenever an employee is in need of additional time, the employee will contact the Personnel Office who will publish the need throughout the District. Employees who wish to donate will notify the District. Donations will be credited to the recipient’s account as needed. When a donation is credited, the employee donating the leave will be notified of the adjustment to their account.

10.14.3 Once the sick leave donation is credited, it may not be retrieved for any reason.

10.14.4 Each employee must retain at least seventy (70) hours [one year] accumulated sick leave in their individual accounts after any donation of sick leave.

Article 11. Assignment, Transfers, Reassignment

11.1 Voluntary Transfer/Reassignment

11.1.1 A transfer is the movement of a unit member from one work location to
another work location, or from one program to another program such as year-round education, restructured schools, or reconfiguration. The transfer may include a change in grades or subject area as long as the move involves changing worksites.

11.1.2 A reassignment is the movement of a unit member from one subject area to another subject area, one grade level to another grade level, or from one configuration to another such as team teacher, restructuring, or other reconfiguration within the same worksite.

11.1.3 The District will provide an Interest to Transfer Form (Exhibit P) to all teachers on or before February 1 of each school year. The form will be returned on or by March 1 of each school year. A master list of Interest to Transfer Forms will be maintained by the District and will be made available for inspection by the ACTA President. A unit member may submit a request for transfer to the District at any time using Exhibit P, whether or not a vacancy exists. A unit member may also submit a timely request for a transfer for a posted vacancy pursuant to the posting procedure of this Article.

11.1.4 All unit members with state-required credentials and federal ESEA requirements, who meet all posted qualifications and who apply for a vacancy, shall be granted an interview.

11.1.5 A transfer request shall not be denied arbitrarily, capriciously, or without basis in fact.

11.1.6 If a unit member's request for a voluntary transfer is denied, the unit member, upon written request, shall be granted a meeting with the administrator who denied the request to discuss the reasons for the denial. Following the meeting, the unit member shall receive written reasons for the denial.

11.1.7 If the unit member requests that her/his application for transfer be kept confidential, the supervisor at her/his worksite shall not be notified by the District of the application.

11.1.8 Unit members returning from leave shall be afforded all rights provided under this section.

11.1.9 The following criteria shall be used as the basis for consideration for voluntary transfer request:

- seniority in District
- experience
- appropriate credential

11.1.10 Due to a move from one workstation to another, Certificated Staff may be
eligible to receive reimbursement of up to one (1) day of salary to accomplish the moving of materials, supplies, room setup, etc., provided ample time cannot be given through class scheduling.

11.2 Involuntary Transfer/Reassignment

11.2.1 Involuntary transfer/reassignment shall be made only for the following reasons: An increase/decrease in the number of pupils which requires an increase/decrease in the number of unit members; elimination of program(s) and/or funding; or worksite closings.

11.2.2 If an increase/decrease in the number of pupils or the addition/elimination of program(s) and/or funding occurs, the District shall seek volunteers prior to making any involuntary transfer/reassignment. If an involuntary transfer/reassignment becomes necessary, the unit member with the least seniority with the appropriate credential shall be transferred or reassigned.

11.2.3 If a particular site is to be closed/expanded, unit members at that site shall be accorded first priority for filling any new or vacant positions at the site or sites to which the pupils at the closing/expanding site are being placed.

11.2.4 Unit members from the closed/expanded site shall also be accorded first priority in filling all vacancies that arise for which they have an appropriate credential. When two (2) or more unit members apply for the same vacancy, the position shall be offered to the unit member with the greatest seniority.

11.2.5 Unit members returning from leave shall be afforded all rights provided under this section.

11.2.6 Unit members who are involuntarily transferred/reassigned during the work year (183 days), shall be allowed three (3) additional days of per diem pay for the transfer/reassignment. The District shall provide assistance in moving a unit member's material whenever a unit member is transferred/reassigned.

11.2.7 An employee to be affected by an involuntary transfer will be given notice by the last day of school or as soon thereafter as is known and prior to any general announcements.

11.3 Notification of Assignment

11.3.1 Each unit member shall be given tentative written notice not later than June
1\textsuperscript{st} of the next year's assignment. The notice shall specify the building, grade, grade level, subject area, and position to which the unit member will be tentatively assigned.

11.3.1.1 Assignment Limitations

11.3.1.1.1 Unit members shall be assigned only to positions for which they hold a valid California credential, and for which they are fully qualified.

11.3.1.1.2 At a unit member's sole discretion, the unit member may agree to an assignment outside the unit member's credential authorization(s), providing that the District shall secure all the necessary waivers and emergency credentials.

11.4 Vacancies

11.4.1 A vacancy in any position that does not have a unit member assigned to it and the District determines the need to fill the position.

11.4.2 The District shall deliver to the Association President and simultaneously post in all worksites a list of all vacancies which are to be filled. The list shall contain the following:

11.4.2.1 A closing date is at least five (5) working days following the posting date.

11.4.2.2 A job description.

11.4.2.3 Credentials and qualifications are necessary to meet the requirements of the position.

11.4.3 No re-assignment or transfer to fill the vacancy shall be made until after the closing date.

11.4.4 The District shall, upon request by a unit member, notify that unit member by mail of any posted openings for which they have expressed interest which may arise during the summer recess, intersession, or a period of leave. The unit member's request must be in writing and must include a mailing address.

11.4.5 If a unit member already has an annual reassignment/transfer application on file, it is not necessary to make a further application in order to be considered for any vacancies. “Annual” shall cover the period from 9-1 to 8-31 of a given year.

11.4.6 The District shall deliver in writing the reasons for the unit member not being selected.

11.4.7 Reassignments at a site or in the Independent Study Program take precedence over transfers.
11.4.8 The District will post vacancies for the following school year in accordance with subsection 11.4.2. Vacancies will be posted as soon as reasonably practicable for the following school year.

11.4.9 For assignments made after April 15, in accordance with state law, postings shall be open to members employed by the District, including members returning from leave, and to applicants who are not currently employed by the District, without any priority given to any applicant.

11.4.10 A vacancy is defined as an unfilled certificated position that may have been created by death, resignation, retirement, transfer, reassignment, or increased enrollment. An opening created by a regular Employee’s leave of absence shall not be considered a vacancy.

11.5 Seniority

11.5.1 For purposes of this Article only, and not for the purpose of determining the order of layoff, seniority is defined as the unit member’s first date of paid service in a probationary position with this district.

11.5.1.1 Unit members with the same initial date of service shall have their seniority number determined by lot.

11.5.1.2 The lottery shall be conducted in the presence of at least two (2) Association representatives. Once the lottery is used to determine a unit member’s seniority, that seniority shall remain in effect while in the service of the District.

11.5.1.3 If a unit member is assigned by the District to a non-bargaining unit position, that unit member does not accrue seniority for the purposes of this Article while working on such an assignment.

11.5.1.4 A unit member on a District-approved paid leave of absence other than to a non-bargaining unit position shall continue to earn seniority while on leave.

11.5.1.4.1 Seniority shall be the determining factor in granting all assignments and reassignments when the District determines that two or more applicants are equally qualified as provided in the applicable vacancy posting.

Article 12. Health-Safety

12.1 All employment conditions shall be safe and comply with state laws.
12.2 Employees shall not be required to work under unsafe or unhealthy conditions or perform tasks that may endanger their health or safety.

12.3 Any Employee who observes a working condition that is believed to be unsafe or unhealthy shall report such conditions in writing including the reasons for believing it to be unsafe or unhealthy to his/her immediate supervisor. The Superintendent or designee will respond in writing within 48 hours as to whether or not an unsafe or unhealthy condition exists, and if so, how the unsafe or unhealthy condition has been or shall be remediated if such remediation is possible or practical.

12.4 An Employee may use such reasonable force as is necessary and legally appropriate to protect himself/herself from attack, to protect another person, to prevent damage to property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within the control of the student. If identified as being needed, Employee training will be provided.

12.5 Employees shall immediately report and notify in writing cases of assault or threatened assault suffered by them in connection with their employment to the appropriate law enforcement authorities with a copy to their immediate supervisor. The immediate supervisor shall promptly report the incident to the Amador County Unified Superintendent of Schools.

12.6 Teachers, other than qualified school nurses, shall not be requested or required to perform any medical procedure (such as clean intermittent catheterization, injections, suction, gavage feeding, and postural drainage) other than as a backup person if non-certificated staff is unavailable or needs assistance or in emergency situations. Teachers will be required to attend training provided by the Amador County Unified Superintendent on said procedures in order to assume this role. Such training either will be provided during the regular workday or teachers will be compensated based on their daily rate of pay for each hour in training if such training occurs outside of their regular workday.
Article 13. Grievance Procedure

13.1 THIS GRIEVANCE PROCEDURE IS PROVIDED IN ORDER TO RESOLVE GRIEVANCES AT THE LOWEST POSSIBLE MANAGEMENT LEVEL AND TO PROVIDE AN ORDERLY PROCEDURE FOR REVIEWING AND RESOLVING GRIEVANCES PROMPTLY.
13.2 Definitions

13.2.1 "Grievance" means an alleged violation, misapplication, or questionable interpretation of rules, procedures, regulations, statutes, policies of this agreement that personally and adversely affects an employee or group of employees. Other matters of employer-employee relations for which the law prescribes a specific method of review by Board Policy or by administrative rule or regulation are not within the scope of this grievance procedure.

13.2.2 "Immediate Supervisor" means the credentialed administrator who has immediate jurisdiction over a grievant, and who has been designated to administer the grievance.

13.2.3 "Grievant" means any employee or group of employees of this District covered by the terms of this agreement.

13.2.4 "Conferee" means any person the grievant wishes to have present during any part of the grievance procedure.

13.2.5 A "District grievance form" shall mean a District-provided form (See Exhibit N).

13.3 Procedure

13.3.1 INFORMAL LEVEL

13.3.1.1 Before filing a formal grievance, the grievant shall attempt to resolve the grievance by at least one informal conference with the grievant's immediate supervisor.

13.3.1.2 The parties should seek to adjust the difficulty at the point of origin by (1) obtaining advice from any appropriate division of the District level staff (2) consulting with conferees.

13.3.1.3 If the grievance is not resolved by conference, then either party may declare that a grievance exists and the provisions of this agreement shall be implemented.

13.3.2 SUPERVISOR'S LEVEL (I)

13.3.2.1 Within twenty (20) working days after a grievant knew, or by reasonable diligence could have known of the conditions upon which the grievance
is based, the complainant shall present the grievance on a District Grievance Form (see Exhibit N) to the site principal, or Special Education Director if he/she is the immediate supervisor.

13.3.2.1.1 No grievances of class size will be filed until the 25th workday after the first day of school for students.

13.3.2.2 This form information shall be a clear, concise statement of the grievance; the circumstances on which the grievance is based; the persons involved; the decision rendered at the informal conference; the remedy sought; the outline of actions taken to adjust the complaint; and the specific provision(s) of the collective bargaining agreement that are alleged to have been violated. Copies shall be sent to any or all conferees by the District.

13.3.2.3 The principal shall communicate the decisions to the employee and the Superintendent in writing within ten (10) working days after receiving the grievance.

13.3.2.4 Either party to a grievance shall have the right to request and receive a personal conference in order to resolve the grievance.

13.3.3 DISTRICT LEVEL (II)

13.3.3.1 If the grievance is not resolved to the satisfaction of the grievant in Level I, the grievant may within ten (10) working days of the receipt of the Level I decision, submit to the Superintendent on a District Grievance Form a request for appeal.

13.3.3.2 A copy of the request for appeal shall be provided to the other party to the grievance.

13.3.3.3 The hearing shall be held within ten (10) working days after receipt of a written request for appeal.

13.3.3.4 The Superintendent shall communicate his decision to the grievant in writing within ten (10) working days after the hearings are concluded. Copies of the decision shall be provided to all parties to the grievance.

13.3.4 MEDIATION LEVEL (III)

13.3.4.1 If the Association is not satisfied with the disposition of the grievance, or if no disposition has occurred pursuant to the provisions of Level Two, the grievance shall be referred to grievance mediation.

13.3.4.2 The parties agree to contact a mutually acceptable state mediator in order
to schedule grievance mediation.

13.3.4.3 In the event that the grievance is settled in grievance mediation, the settlement will be documented in written form and signed by the parties.

13.3.4.4 In the event that the Association and the Superintendent or her/his designee have not resolved the grievance with the assistance of the mediator within 10 days of the first meeting held by the mediator, the Association may terminate Level 3 and the grievance may proceed to Level 4.

13.3.4.5 Offers of settlement made during the mediation process will not be introduced in arbitration.

13.3.5 BINDING ARBITRATION (IV)

13.3.5.1 If the Association proceeds to arbitration, it shall notify the District in writing. Within ten (10) days of such notification, representatives of the District and the Association shall attempt to agree upon a mutually acceptable arbitrator and obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator within the specified period, the Association shall file a Demand to Arbitrate with the CSMCS. The selection of the arbitrator and the arbitration proceedings shall be conducted under the Voluntary Rules of the American Arbitration Association.

13.3.5.2 The arbitrator’s decision shall be in writing and shall set forth the findings of fact, reasoning, and conclusions of the issues submitted. The arbitrator shall be without power or authority to make any decision that requires the commission of an act prohibited by law or which is a violation of the terms of this Agreement. However, it is agreed that the arbitrator is empowered to include in any award such financial reimbursement or other remedies as she/he judges to be proper. The decision of the arbitrator will be submitted to the Association and the Superintendent and will be final and binding upon the parties. If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator only after she/he has had an opportunity to hear the merits of the grievance.

13.3.5.3 All costs for the services of the arbitrator, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost of any hearing room will be borne equally by the District and the Association. All other costs, except for
released time for the grievant(s), Association representative(s), and witnesses, will be borne by the party incurring them.

13.3.6 MISCELLANEOUS

13.3.6.1 The Association may, at the request of the grievant, provide representation at any or all levels.

13.3.6.2 If a grievance arises from an action or inaction on the part of an employee at a level higher than the immediate supervisor level, the grievance procedure shall begin at the appropriate level of occurrence.

13.3.6.3 Any employee who is requested to appear as a witness in a grievance hearing shall be granted release time without loss of pay.

13.3.6.4 Time limits may be adjusted by mutual agreement between the grievant and the District.

13.4 TIME LIMITS

13.4.1 Time limits provided for each level shall begin the day following receipt of the grievance appeal or written decision.

13.4.2 Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered the maximum and every effort should be made to expedite the process. The time limits may, however, be extended in writing by mutual agreement.

13.4.3 In the event a grievance is filed at such a time that it cannot be processed through all the steps by the end of the school year, and if left unresolved harms a grievant, the time limits set forth herein will be reduced so that the procedure may be exhausted prior to the end of the school year or as soon as is practicable.

13.4.4 Grievances related to safety shall commence with the Superintendent’s Level after compliance with the provisions of Article XII, HEALTH SAFETY.

13.5 REPRISALS

13.5.1 No reprisals of any kind shall be taken by the District Office or by any member or representative of the administration or the Board against any grievant, any party in interest, any bargaining unit member, the Association, or any other participant in
the grievance procedure by reason of such participation.

13.5.2 The Association, either on its own behalf or on behalf of more than one affected unit member, may initiate a grievance at Level Two.

13.5.3 When it is necessary for a representative designated by the Association to investigate a grievance or attend a grievance meeting or hearing during the day, he/she shall be released without loss of pay in order to permit participation in the foregoing activities. Any unit member who is requested to appear in such investigations, meetings, or hearings as a witness will be accorded the same right.

13.5 All documents, communications, and records dealing with the processing of a grievance shall be filed in a separate grievance file and will not be kept in the personnel file of any unit member.

13.6 A unit member may at any time present grievances to the employer, and have such grievances adjusted, without the intervention of the Association, as long as the adjustment is reached prior to arbitration and such adjustment is not inconsistent with the terms of the written agreement. If any employee presents a grievance on his/her own behalf, the Association shall have the right to be present and state its views at all grievance meetings. The District shall not agree to a resolution of the grievance until the Association has received a copy of the grievance and the proposed resolution and has been given the opportunity to file a response.

Article 14. Compensation

14.1 Rules and Regulations:

14.1.1 To receive annual increments on the salary schedule, an employee shall have completed 75% of a year of full-time satisfactory employment in a certificated position. An employee shall advance one (1) step on the salary schedule for each year of service to the last regular step of the last column of the adopted salary
schedule at which time the employee shall be eligible to receive anniversary increments in accordance with the provisions of this contract.

14.1.2 Units to be counted must be filed in the District Office prior to September 10th or February 10th of the year in which they are to be counted for pay purposes. Units filed by September 10th will affect salary adjustments on the September payroll, units filed after September 10th, and by February 10th will affect salary adjustments beginning on the February payroll.

14.1.3 There will be no salary retroactivity for credits given after the September 10 date and prior to the February 10 date.

14.1.4 For those employees submitting credit for the February 10 cutoff date, salaries will be calculated based on 50% of the contract year at the salary placement determined by the September 10 cutoff date. The remaining 50% of the contract year will be based on the salary placement determined at the February 10 cutoff date.

14.1.5 In order to ensure proper STRS retirement reporting requirements are met, the February payroll will calculate an average annual salary based on 50% of the year at the September 10 salary and 50% of the year at the February 10 salary schedule placement.

14.2 Initial Placement on Salary Schedule:

14.2.1 New employees with previous District certificated service in an accredited public or private school will be credited with one (1) increment for each year of full-time certificated service provided that the service was within the prior ten (10) years. Certificated service, more than ten (10) years, but less than eighteen (18) years prior to placement on this salary schedule shall be credited at the rate of one (1) increment for two (2) years of service.

14.2.1.1 New ACUSD Employees may be granted up to twelve (12) years credit on the salary schedule for prior, verifiable public and private certificated experience.

14.2.2 From SEAC Agreement July 1, 2005, 14.2.2.1 SEAC to be placed on the ACTA Salary Schedule effective July 1, 2005, and remain equivalent.

14.2.2.1 $1,000 Master’s Stipend

14.2.2.2 $2,000 specialized credential incentive – “Special education teachers and specialists (i.e. SLP, OT, Nurses, and Counselors) with clear certification or license who are actively engaged in the design and delivery of specialized instruction designated on individual education plans shall receive an annual stipend of
$2,000.00. Employees eligible for the stipend who work less than full-time will receive a pro-rated share. (District agrees to offer this specialized incentive to OT and Nurses beginning January 1, 2018)

14.2.2.3. Effective July 1, 2007, and not retroactive to previous hires, any combination of prior experience shall be limited to the granting of no more than twelve (12) increments (Step 13). Increments may be granted for outstanding services for related non-teaching experience.

14.3 Salaries:

14.3.1 Number of Payments:

Salaries shall be paid in twelve (12) equal payments for all employees hired prior to July 1, 2000. Employees hired after July 1, 2000, will be given the option of 11 pay checks or 12 checks with two checks in June. These employees will not receive a check during July. Effective July 1, 2007, employees choosing to receive 12 checks will receive 11 equal payments with a voluntary deduction that will make up the 12th check. This means the net on the first eleven checks may be lower, but no taxes will be taken out of the 12th check.

14.3.2 Computation of Salary:

A person in a position requiring certification qualifications who serves less than a full school year shall receive the salary computed in accordance with provisions of Education Code 45041.

14.3.3 Certificated salaries:

Salary schedule adjustments will adjust all negotiated stipends with the exception of Agriculture Incentive Stipend, PAR Joint Committee, and PAR Consulting Teacher.

14.3.4 Extended School Year:

Effective June 2014, members providing Extended School Year (ESY) services shall receive their per diem rate prorated to hours worked.

14.4 New employees who do not meet the requirements of Column III shall be placed at Column III, Step 1 until all requirements of Column III are met. At that time,
appropriate placement at the proper step representing years of service shall be made in accordance with Article 14.1.2.

14.4.1 All coursework approved for initial placement must be verified by official transcripts. New employees employed for the start of the school year shall submit official transcripts to the Personnel Office by October 1. New employees hired after the first contracted day of the school year shall submit their official transcripts within thirty (30) working days of signing their employment contract.

14.4.1.1 If official transcripts are not provided by the deadlines identified in 14.2.4 above, any resulting higher salary placement shall become effective the first day of the month following the date the official transcript was received in the Personnel Office.

14.5 Qualifications for Salary Step Advancement:

14.5.1 A one (1) step increase is granted to a full-time employee who satisfactorily serves at least 75% of the teaching days in one school year. Employees serving less than full time shall advance one (1) step on the salary schedule at the beginning of the next school year. When an employee moves to full-time service, the employee shall be placed on the salary schedule based on full-time, including past credited service and part-time service as credited by STRS toward continuous service, with the exception of persons listed in the Side letter of Agreement dated August 28, 2000. Exhibit S. 14.4.2 Earning Credit for Advancement on Salary Schedule:

14.5.2.1 College Courses

All college courses submitted for credit under the salary schedule shall be subject to one of the following requirements for approval: 14.4.2.1.1 College courses in the teacher's present or assigned future teaching assignment.

14.5.2.1.2 Courses in possible future employment assignments arrived at by consultation with the administration.

14.4.5.1.3 Courses in professional education relating to the teaching position of the teacher and courses that will improve the teacher in the classroom.

14.4.5.1.4 Courses that aid or prepare the teacher for present or assigned future extra-curricular activities are acceptable as a portion of a balanced program of
professional growth units designed to improve the teacher’s presentation in his classroom duties as well as his/her extra-curricular activities. 14.4.2.1.5 Repeating college courses directly related to teaching assignment.

14.4.6 In Lieu Credit

In lieu, credit may be granted for engaging in projects and/or District approved workshops regarding the improvement of instruction and curriculum within the teacher’s school or community.

14.4.6.1 Amount of credit granted --

no more than three (3) credits will be granted in one year.

14.4.6.2 Process --

the teacher applicant shall, prior to commencing work:

14.4.6.2.1 Submit to the Superintendent a written prospectus detailing the activity of any educational project showing how the project will benefit the applicant and the District.

14.4.6.2.2 The applicant must submit a written recommendation from the site principal.

14.4.6.2.3 The applicant shall request a specific number of units and provide justification.

14.4.6.2.4 The Board will determine the credits to be granted and conditions for approval.

14.4.6.2.5 An Appeals Committee consisting of three teachers appointed by the Association and two administrators appointed by the Superintendent shall act as a review committee in disputes arising from the application of the above agreement.

14.4.6.2.5.1 The Committee shall make its recommendation directly to the Board of Trustees in writing.

14.4.6.2.5.2 The Committee shall elect a chairperson from the membership.

14.4.6.2.5.3 The Committee shall serve for a period of one year.

14.4.6.2.5.4 Disputes shall be submitted to the Committee chairperson in writing. The chairperson shall convene Committee meetings.

14.4.6.2.5.5 The Committee decision shall be made by a majority of the total group
for a recommendation.

14.4.7 Counselor Compensation:

The school counselor will be compensated at the rate of 1.0% of placement on the certificated employee salary schedule (not to exceed 6%) for each assigned counseling hour. The counselor’s work year shall be the same as specified in Article 6.2. Counselors shall not be compensated 1.0% for assigned teaching periods, nor for counseling or teaching activities during their prep period.

14.4.8 Duties Beyond Regular School Year:

14.4.8.1 Any employee shall be compensated at their per diem rate for District required days of work beyond the school year.

14.4.8.2 Certificated employees, who participate in Staff Development Buy-Back days, if any, will be compensated at a per diem rate.

14.4.9 Coaching Schedule

14.4.9.1 Coaches shall be paid in one payment, at the satisfactory conclusion of their regular coaching assignment, for the following duties as provided in Education Code Section 45049 and as specified in their job description. All assignments must be ratified by the Board of Trustees annually.

14.4.9.2 Compensation for coaching shall be in accordance with provisions of Exhibit B attached hereto.

14.4.10 Miscellaneous Stipends:

14.4.10.1 See Exhibits. B,

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**Article 15. Part-Time and/or Shared Positions**

15.1 Objective:
To provide more flexible staffing patterns to meet the individual needs of schools and employees, part-time and shared positions are available.

15.2 Determination of salary:
Part-time employees will be paid on a year-to-year basis during part-time or shared
position status. When a part-time employee later accepts a full-time contract, the salary step will be computed on the basis of the sum of full-time and part-time fractional service in addition to previously credited service outside the District. If that sum results in a fraction of .50 or more, the fraction shall be rounded to the higher whole number. Each year each part-time and/or shared positions teacher will advance on the salary schedule on a year-to-year basis while they are part-time employees.

15.3 Shared Contracts:

15.3.1 Shared positions (two part-time employees working with one class or assignment) must be approved annually by the Board.

15.3.2 A regular permanent teacher who requests a job share is responsible for the following:

15.3.2.1 Obtain site Principal’s and/or Director of Special Education approval in the event it is an ACUSD employee assigned to multiple sites.

15.3.2.2 Work with Principal and staff in securing a satisfactory “share”.

15.3.2.3 Under normal circumstances a signed Memorandum of Agreement for job share must be submitted no later than February 1 for the next school year. (See Exhibit R).

15.3.3 Compensation and fringe benefits for part-time or shared positions shall be commensurate with the proportion of time worked.

15.3.4 Permanent full-time employees serving as part-time employees or on shared positions may request return to full-time status providing:

15.3.4.1 A vacancy for which they qualify exists.

15.3.4.2 Under normal circumstances the District must be notified by February 1 prior to the school year the employee wishes to return to full-time service.

15.3.5 Employees returning to full-time status shall be entitled to the same rights as any other.

15.3.6 If possible, the ‘share’ that completes one FTE with a permanent employee shall be filled with a temporary contract employee.

15.4 Proportional Responsibility:
Employees sharing a position will share proportionally in non-teaching duties allocated to the staff. Together, they will assume the approximate responsibilities of one full-time employee.

15.5 Miscellaneous:

15.5.1 All job share employees shall attend all necessary staff meetings and in-services expected of full-time certificated staff.

15.5.2 Each job share partner will receive the proportional District’s contribution towards health and welfare benefits if the partner is purchasing the balance to make up a 100% contribution.

15.6 Should the permanent member of the job-share team resign, the position is considered a vacancy for transfer purposes; should the temporary member of the job share resign, the permanent member shall assume the full-time position unless a suitable job share replacement is found. Every effort shall be made for job share members to fill in for one another when an absence occurs.

Article 16. Fringe Benefits

16.1 Medical, dental, and vision insurance plans shall be provided by the district for the term of this agreement. Please contact the Business Office for copies of detailed health care coverage provisions.

16.2 Employees working full time receive benefits. As of July 1, 1992, new employees or employees transferring to less than full-time positions, working half time or more but less than full time shall receive a prorated District contribution
towards health and welfare benefits.

16.3 The Board shall not reduce, eliminate or change any benefits or professional advantages which are enjoyed by teachers during the term of this Agreement except by mutual agreement.

16.4 The District contribution for Health and Welfare Benefits will be increased to $10,050 effective July 1, 2017.

16.5 The level of contribution (July-June) shall remain the level of District contribution until changed by subsequent negotiations. Any cost difference greater than the District level of monthly contributions and the annual premiums (July-June) may be deducted from the employee via payroll deduction over a 12 month period subject to successor contract negotiations.

16.6 The Employer and the Association will continue to investigate the costs and services of various insurance carriers to determine the best benefit coverage for the current dollar value negotiated.

16.7 Employees will be notified on a yearly basis of the insurance benefits available to them through the Employer, including health benefits, income protection, life insurance, and benefits included under the COBRA (Consolidated Omnibus Budget Reconciliation Act.)

16.7.1 An open enrollment period shall be made available for each benefit year. Changes shall be finalized before the beginning of the benefit year. All unit members shall be enrolled in fringe benefit programs within (60) days of their first day of service.

16.8 The Employer will also provide the IRS Section 125 Plan to Employees for medical expense reimbursement, dependent care reimbursement, cancer coverage, and certain life insurance plans during the Section 125 open enrollment period each year. If the Employee does not use the amount as specified in 30.1 to purchase insurance, the unused portion will be paid as salary in lieu of benefits.

16.9 The Employer will provide payroll deduction services to all Employees without added cost. Any Employee may authorize deductions from his/her salary without charge by a revocable, written authorization for any of the following:

- Health plan premiums for both the Employee and family;
- Purchase of shares or repayment of loans of a credit union;
Dues for membership in exclusive representative organizations;
Premiums on tax-sheltered annuities.

16.10 Retired Employees may continue their insurance coverage. The total cost shall be paid by the retiree unless they are eligible for the provisions of Section 11, below.

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**Article 17. Employee Personal Property/ Reimbursement**

17.1 Properties

All employees' personal property to be used in the scope of employment, and when written permission including a statement of the value and condition of the item is approved by the Superintendent and is on file at the District Office, shall be covered by District insurance against theft or loss through fire.
17.2 The District does not provide mileage reimbursement for travel to and from an Employee's home to his/her assigned school site each day. and Exhibit 17.2

17.2.1 If more than one site is served or an Employee is otherwise required to travel between a district school or administrative sites as part of his or her employment duties, the Employee will be reimbursed for the day’s total mileage driven by Employee between such sites on that particular day at the IRS approved rate per the District’s mileage chart. For the avoidance of doubt, Employees shall only be reimbursed pursuant to the immediately foregoing sentence for mileage actually driven by Employee.

17.2.2 Employees attending required meetings which are held away from their worksite(s) shall be reimbursed mileage excluding staff meetings.

17.2.3 Mileage Chart (Exhibit H).

Article 18. Professional Accountability

18.1 This article is provided to establish just cause, due process, and progressive discipline for employees for violations of any of the causes for dismissal listed in Education Code Sections 44932 to 44933 when such violation is not considered serious enough to warrant dismissal. It is understood that nothing stated herein shall have any controlling effect in the event a dismissal action is initiated under provisions of the Education Code.
18.2 Employees shall not be disciplined without just cause. All disciplinary action of the District shall be corrective and progressive rather than punitive and be administered in accordance with the following:

The following progressive discipline shall be applied, except where an offense of a serious nature may require the District to directly impose a written warning, a written reprimand, or a suspension without pay. Prior to being placed on suspension without pay, a unit member will be placed on paid administrative leave pending the outcome of an investigation by the District. If the unit member grieves a suspension, the suspension will be held in abeyance until completion of the grievance procedure.

Administration of disciplinary action shall conform to the following progression:
18.2.1 Counseling
18.2.2 Informal verbal warning 18.2.3 Written warning
18.2.4 Written reprimand to be included in the personnel file
18.2.5 Suspension without pay
18.2.6 Dismissal

18.3 The following may impose personnel disciplinary action with the approval of the Board of Trustees.
18.3.1 Superintendent

18.4 Procedures.
18.4.1 No written notices shall be given to any employee unless first given a verbal warning about a similar and separate action or infraction. Any such warning shall be based upon verified data.

18.4.2 No written reprimand shall be given to any employee unless first given a written warning about a similar and separate action or infraction. Any such reprimand shall be based upon verified data. A copy of all written reprimands shall be given to the employee and the Association at the request of the employee.

18.4.3 No suspension shall be ordered for any employee unless first given a written reprimand about a similar and separate action or infraction within the past year. Any such suspension shall be based upon verified data. A copy of all suspension orders
shall be placed in the employee’s file.

18.4.4 No suspension in excess of one (1) day shall be ordered for any employee unless first suspended for one (1) day for a similar and separate action or infraction within the past year. Any such suspension shall be based upon verified data.

18.4.5 Suspension may be without pay but shall not reduce or deprive the employee of seniority or other rights or any fringe benefits. No suspensions shall exceed five (5) working days in duration and no suspension period shall be carried over from one school year to the next.

18.4.6 No employee shall receive more than one (1) penalty for any single action or infraction.

18.4.7 Whenever an employee is given notice of any disciplinary action, the employee shall be informed of the right to be represented by the Association. Whenever an employee is given notice of any disciplinary action, concurrent notice shall be given of the right to appeal the decision by utilization of the Grievance Procedure contained in this contract and also shall be informed of the right to be represented by the Association.

18.4.8 If a grievance is filed by the employee or the Association, representing the employee, related to the discipline of the employee, all disciplinary actions proposed by the District, shall be postponed pending a final decision of the grievance.

18.4.9 If, after having been disciplined, an employee serves the District for twelve (12) months without the need for further disciplinary action, a follow-up notice to that effect shall be issued to the employee and the Association which shall also be attached to the original notice that may have been placed in the employee's personnel file.

**Article 19. Retirement**

19.1 This article is reserved for the provisions of the Retiree Health Benefit Plan (TRACS).

In addition, employees may elect to participate under provisions of Education Code Section 44929 or its successor, if available.

Retirement Health Benefits are administered by TRACS, see Article 5.12.
Article 20. Negotiation Procedures

20.1 Issues for negotiations for the following school year shall be established at a regularly scheduled meeting prior to April 15th. General statements of interest shall be established and the issues defined. All issues shall be prioritized for the order in which they will be addressed by the bargaining teams. A schedule and timeline for the year will be established indicating the dates, hours, and planned topics pursuant to Government Code 3547, Public Presentation of Proposal.
20.2 Additional issues may be generated at any time by either the ACTA Executive Board or the ACUSD Governing Board. At a regular or special meeting between the ACTA and district negotiating teams the additional issues will be presented. The rationale and the scope of the issue will be discussed. In order to open the issue for further discussion, an attempt at resolution consensus must be reached.

20.3 When consensus is reached on each issue the proposed agreements will be presented at the next ACTA and District board meeting as legal agenda limitations allow.

20.4 Upon approval by the Association and District each change in contractual language shall be effective immediately or as otherwise determined in the agreement. Approval dates shall be recorded at the bottom of each article.

20.5 Either party may utilize the services of outside consultants to assist in the negotiations.

20.6 The District and/or the Association may discharge their respective duties by means of authorized officers, individuals, representatives, or committees.

20.7 The Association shall designate not more than 6 (six) representatives who shall each receive a reasonable number of hours per week of release time, without loss of compensation, to prepare for and attend negotiations and impasse proceedings.

20.8 The District shall furnish the Association upon request, at cost, copies of all public records.

20.9 When a problem with the negotiated Agreement is perceived to exist by either side, either party may request a meeting to seek a resolution to the problem.

20.10 For the duration of this contract, there will be no openers unless mutually agreed upon, except as provided in Article 23.

20.11 The Employer agrees to furnish the Association President, upon request, all
available information relating to any matter being negotiated unless expressly prohibited by law. Notwithstanding other information, the Association President shall be sent one (1) copy of the placement of personnel on respective salary schedules along with a copy of Interim Budget reports and a copy of the Budget upon request.

20.12 No agreement, alteration, understanding, variation, waiver, or modification of any of the terms or provisions contained herein shall in any manner be binding upon the parties hereto unless made and executed in writing by all parties hereto, and if required, approved and implemented by the Employer. The waiver by mutual agreement and in writing of any term or condition of this agreement shall not constitute a precedent in the future enforcement of all its terms and provisions.

20.13 The District shall not reduce or eliminate any contractual benefits contained herein which were enjoyed by unit members as of the ratification date of this agreement unless the effects of such reductions are agreed upon through the negotiation process.

21.1 Reduction or elimination of employee benefits which are brought about by the amendment or repeal of statutory guarantees incorporated into this Agreement shall obligate the parties within ten (10) days of such amendment or repeal to negotiate for the purpose of restoring such benefits in this Agreement.

21.1.1 If any provision of this Agreement or any application thereof to any employee is held by a court of competent jurisdiction to be contrary to law, then such provisions or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

21.1.2 Should a provision or application be deemed invalid, as described in paragraph 1 above, the District shall reinstate any benefit reduced or eliminated to the extent allowable under law. Moreover, the parties shall meet not later than ten (10) workdays after such court decision to renegotiate the provision or provisions affected.
Article 22. Peer Assistance and Review

22.1 The Association and the District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the Association and the District agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development and peer assistance. Teachers referred to or who volunteer for the program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance to a successful standard. The PAR program will exist and operate in compliance with the California Education Code.

22.1.1 The PAR Program shall not deal with teachers’ employment issues that arise from accusations of neglect of duty or misconduct that are distinct from teachers’ evaluations in relationship to the California Standards for the Teaching Profession and Article 8 (Evaluation) of this Agreement. 22.1.2 The PAR Program in no manner diminishes the legal rights of bargaining unit members. 22.1.3 It is the intent of the District and the Association that this Article shall remain in effect for as long as specific state funding for the California Peer Assistance and Review Program for Teachers is received by the District. If state funding for the PAR Program is eliminated, this will be reviewed and a decision to discontinue will be part of the negotiation process.

22.1.4 The District and Association agree that this Article shall be reopened if either the Education Code section 44500 et seq. or the State’s implementation guidelines or regulations are modified in any manner that adversely impacts a term of this Article. The parties further agree that this Article may be reopened at any time by mutual agreement.

ARTICLE 22 INDUCTION AND INTERN

The Association and the District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the Association and the District agree to cooperate in the design and implementation of programs to improve the quality of
instruction through expanded and improved professional development and mentor assistance.

22.1 A Consulting/Mentor staff may be assigned to one or more Probationary employees to provide assistance for those employees who are not participating in any other beginning teacher programs.

22.2 A Mentor Teacher/Staff Member will hold a clear credential and be tenured through the District.

22.3 All employees will be notified via email of open mentor positions, open to tenured positions. A letter of intent will be submitted by the applying Mentor. The best-qualified applicant will be selected by the Assistant Superintendent of Educational Services and Designees recommended to the District Superintendent.

22.4 If no applicants for Mentor positions, the Assistant Superintendent of Educational Services will confer with the District Superintendent to select and propose to a qualified applicant the Mentor position.
Article 23
TEACHER/INSTRUCTIONAL AIDE ASSIGNMENT AND WORKING RELATIONSHIP

23.1 Prior to assignment, unit members shall be invited to participate in the interview process of special education-instructional assistants with whom they will work.

23.2 The work of the special education instructional assistant shall be under the direct supervision of the unit member.

23.3 Unit members may schedule up to one (1) 30 minute per week to meet with the instructional assistants to review and plan the educational goals and progress of students. Any such meeting
   1) shall not increase the assistant’s work hours;
   2) shall be at a time mutually agreeable to the unit member and instructional assistant;
   3) shall not result in lost instructional minutes for students; and
   4) the scheduled meeting times must be submitted and approved by the Special Education Director yearly prior to the initiation of the meeting(s).

23.4 Assistant support for fully included students will be other than the teacher’s regularly assigned instructional assistant(s).
This concludes the negotiations initiated due to the transitioning of mild to moderate Special Education program from Amador County Office of Education to Amador County Unified School District. The Parties agree to recommence negotiations of the successor ACTA/ACUSD collective bargaining agreement no later than August 1, 2021.
**UPDATE ALL SALARY SCHEDULES.**

**Exhibit A. Certificated Employee Salary Schedule**

Board Approved September 23, 2015 ~ (4% increase **Effective July 1, 2015**)

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Employees placed on Column III will be frozen at that step until all requirements of Column III are met.

**Insurance Cap $9,050.00**

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### 2015-2016 Adult Education Salary Schedule

**Effective 7/1/15**

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## Exhibit A-1. Certificated and Vocational (CTE/ROP) Salary Schedule

**ACTA AGREEMENT 2015 – 2017**

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<td>STEP</td>
<td>I</td>
<td>II</td>
<td>III*</td>
<td>IV</td>
<td>V</td>
<td>VI</td>
<td></td>
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<td>B.A. +30</td>
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<td>50,794</td>
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<td>52,315</td>
<td>54,930</td>
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<td>56,580</td>
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<td>57,168</td>
<td>60,022</td>
<td>63,025</td>
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</tr>
</tbody>
</table>

Insurance Cap $9,550.00  
Master’s Stipend $1,000 Department Chair $1,412

Exhibit A-2. Certificated 193 Days Salary Schedule  
Board Approved June 8, 2016 ~ Effective July 1, 2016  
ACTA AGREEMENT 2015 – 2017
<table>
<thead>
<tr>
<th>8</th>
<th>58,881</th>
<th>61,825</th>
<th>64,913</th>
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<tbody>
<tr>
<td>9</td>
<td>60,649</td>
<td>63,677</td>
<td>66,862</td>
<td>70,208</td>
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<tr>
<td>10</td>
<td>62,467</td>
<td>65,586</td>
<td>68,871</td>
<td>72,315</td>
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<td>11</td>
<td>67,553</td>
<td>70,935</td>
<td>74,482</td>
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<td>11</td>
</tr>
<tr>
<td>12</td>
<td>69,582</td>
<td>73,065</td>
<td>76,717</td>
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<td>12</td>
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<td>79,018</td>
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<tr>
<td>16</td>
<td></td>
<td></td>
<td>80,602</td>
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<td>16</td>
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<tr>
<td>19</td>
<td></td>
<td></td>
<td>82,214</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>22</td>
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<td>83,860</td>
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<td>25</td>
<td></td>
<td></td>
<td>90,721</td>
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<td>25</td>
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</tbody>
</table>

*Employees placed on Column III will be frozen at that step until all requirements of Column III are met.

**Insurance Cap $9,050.00**

**Exhibit A-3 Adult Education Hourly Salary Schedule**

Board Approved September 23, 2015
ACTA AGREEMENT 2015 – 2017

Effective 7/1/16 ~ 4% Increase
Step | Non-BA  | BA  | BA+15 | BA+30 | BA+45 | BA+60 | BA+75  
---|---------|-----|-------|-------|-------|-------|-------
1  | 30.16   | 31.81  | 32.14 | 35.08 | 36.85 | 38.68 | 40.59 |
3  | A $1.00 per hour anniversary increment will be added. |
6  | Another $1.00 per hour anniversary increment will be added. |

### Exhibit B. Coaching Stipends

**Effective July 1, 2008**

<table>
<thead>
<tr>
<th>Coaching Stipends</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior High Basketball</td>
<td>862</td>
<td>902</td>
<td>944</td>
<td>990</td>
<td>1,035</td>
</tr>
<tr>
<td>Junior High Cheerleader Advisor*</td>
<td>862</td>
<td>902</td>
<td>944</td>
<td>990</td>
<td>1,035</td>
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<tr>
<td>Other Junior High Sports</td>
<td>614</td>
<td>654</td>
<td>698</td>
<td>736</td>
<td>775</td>
</tr>
<tr>
<td>Freshman/Asst. JV</td>
<td>1,803</td>
<td>1,886</td>
<td>1,976</td>
<td>2,068</td>
<td>2,157</td>
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<td>Head JV</td>
<td>2,068</td>
<td>2,206</td>
<td>2,350</td>
<td>2,594</td>
<td>2,655</td>
</tr>
<tr>
<td>Assistant Varsity</td>
<td>2,256</td>
<td>2,400</td>
<td>2,550</td>
<td>2,709</td>
<td>2,862</td>
</tr>
<tr>
<td>Head Varsity</td>
<td>2,862</td>
<td>3,067</td>
<td>3,275</td>
<td>3,476</td>
<td>3,675</td>
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<tr>
<td>High School Cheerleader Advisor**</td>
<td>2,862</td>
<td>3,067</td>
<td>3,275</td>
<td>3,476</td>
<td>3,675</td>
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<tr>
<td>Athletic Director***</td>
<td></td>
<td></td>
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</tbody>
</table>
* Junior High Cheerleader Advisor

Junior High School Cheerleader Advisor will be paid at the same rate as an Elementary Basketball Coach for one season and will be required to meet temporary athletic team coach qualification and competencies pursuant to Education Code 5593.

** High School Cheerleader Advisor

Stipend to be paid shall be at the same rate as a Varsity Head Coach for Fall/Winter and will be required to meet the temporary athletic team coach qualifications and competencies pursuant to Education Code 5593. 50% of the stipend will be paid at the conclusion of the Fall Season and 50% at the conclusion of the Winter Season.

*** Athletic Director

8% of actual placement on the certificated salary schedule.

Example:

Salary Placement Column III Step 1 $41,893.00 ~ AD Stipend $3,351.44
Salary Placement Column VI Step 25 $79,531.00 ~ AD Stipend $6,362.48
Head Junior Varsity or Freshman Coach

Qualifications:

Must meet temporary athletic team coach qualifications and competencies pursuant to Education Code 5593:

1. Knowledgeable and competent in the areas of:
   a. Care and preventing athletic injuries, basic first aid and emergency procedures;
   b. Coaching techniques;
   c. Rules and regulations in the athletic activity being coached; and
   d. Child and adolescent psychology, whichever is appropriate to the grade level of the involved activity.

   There are a number of ways that potential coaches can show competency in each of these 4 areas (Ed. Code 5593).

Supervisor:

Head Varsity Coach, Site Administrator and/or Athletic Director

Job Goal:

To help each participating student achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.

Performance Responsibilities:

1. Coaches individual participants in the skills necessary for excellent achievement.
2. Plans and schedules a regular program of athletic practice.
3. Assists in recommending purchase of equipment, supplies, and uniforms as appropriate, and coordinates maintenance and inventory of same.
4. Maintains necessary attendance, responsible for the collecting of proof of insurance, medical release and doctor’s physical forms.
5. Oversees the safe condition of teaching stations (both practice and areas of interscholastic competitions) at all times that students are present; handles any student
injuries.
6. Enforces those athletic code rules established by the ACUSD and CIF.
7. Assists in establishing and enforcing any additional rules that may be necessary.
   (Must be approved and on file with the Athletic Director).
8. Enforces discipline and sportsmanship behavior at all times, oversees penalties for
   breach of such standards by individual students.
9. Assists in the promotion of athletic fund-raisers that may be undertaken by the Head
   Coach upon approval by the Site Administrator and/or governing board.
10. Assists Head Coach in providing for student recognition, press releases, publicity,
     pictures, etc.

Terms of Employment:
Commences 3 weeks prior to the first athletic contest (unless governed by CIF rules) and ends
with the end of league play unless post-season games are played.

Exhibit B. Page 3

Assistant Coach

Qualifications:

Must meet temporary athletic team coach qualifications and competencies pursuant to
Education Code 5593:

1. Knowledgeable and competent in the areas of:
   a. Care and preventing athletic injuries, basic first aid and emergency
      procedures;
   b. Coaching techniques;
   c. Rules and regulations in the athletic activity being coached; and
   d. Child and adolescent psychology, whichever is appropriate to the grade level
      of the involved activity.

There are a number of ways that potential coaches can show competency in each of these 4
areas (Ed. Code 5593).
Supervisor:

Head Coach(es), Site Administrator and/or Athletic Director.

Job Goal:

To help each participating student achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.

Performance Responsibilities:

1. Assists in coaching individual participants in the skills necessary for excellent achievement.
2. Assists in planning and scheduling a regular program of athletic practice.
3. Assists the Head Varsity Coach in recommending purchase of equipment, supplies, and uniforms as appropriate, and coordinates maintenance and inventory of same.
4. Assists the Head Coach in overseeing the safe condition of teaching stations (both practice and areas of interscholastic competitions) at all times that students are present; handles any student injuries.
5. Enforces those athletic code rules established by the ACUSD and CIF.
6. Assists in enforcing those additional rules that may be necessary. (Must be approved and on file with the Athletic Director).
7. Assists in enforcing discipline and sportsmanship behavior at all times, and assists in overseeing penalties for breach of such standards by individual students.
8. Assists in the promotion of athletic fund-raisers that may be undertaken by the Head Coach upon approval by the Site Administrator and/or governing board.
9. Assists the Head Coach in taking responsibility for student recognition, press releases, publicity, pictures, etc.

Terms of Employment:

Commences 3 weeks prior to the first athletic contest (unless governed by CIF rules) and ends with the end of league play unless post-season games are played.
Head Varsity Coach/Cheerleading Advisor

Qualifications:

Must meet temporary athletic team coach qualifications and competencies pursuant to Education Code 5593:

1. Knowledgeable and competent in the areas of:
   a. Care and preventing athletic injuries, basic first aid and emergency procedures;
   b. Coaching techniques;
   c. Rules and regulations in the athletic activity being coached; and
   d. Child and adolescent psychology, whichever is appropriate to the grade level of the involved activity.

   There are a number of ways that potential coaches can show competency in each of these 4 areas (Ed. Code 5593).

Supervisor:

Site Administrator and/or Athletic Director
Job Goal:
To help each participating student achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.

Performance Responsibilities:

1. Oversees and is responsible for assignment of duties for the staff of the particular sport and program that is being coached.
2. Coaches individual participants in the skills necessary for excellent achievement.
3. Plans and schedules a regular program of athletic practice.
4. Works closely with the athletic director in scheduling interscholastic contests and transportation to away contests.
5. Recommends purchase of equipment, supplies, and uniforms as appropriate, and coordinates maintenance and inventory of same.
6. Maintains necessary attendance, responsible for the collecting of proof of insurance, medical release and doctor’s physical forms.
7. Oversees the safe condition of teaching stations (both practice and areas of interscholastic competitions) at all times that students are present; handles any student injuries.
8. Enforces those athletic code rules established by the ACUSD and CIF.
9. Establishes and enforces any additional rules that may be necessary. (Must be approved and on file with the Athletic Director).
10. Enforces discipline and sportsmanship behavior at all times, oversees penalties for breach of such standards by individual students.
11. May promote athletic fund-raiser activities upon approval by the site administration and/or governing board.
12. Responsible for student recognition, press releases, publicity, pictures, etc.
13. Gives direction to Athletic Director and or Site Administrator concerning overall performance of Junior Varsity/Freshman/Assistant Coaches.

Terms of Employment:

**Head Varsity Coach.** Commences 3 weeks prior to the first athletic contest (unless governed by CIF rules) and ends with the end of league play unless post-season games are played.

**Cheerleading Advisor.** Commences with selection of cheerleaders and carries through the Fall/Winter sport season.

Qualifications:
1. California Teaching Credential
2. Experience in coaching of one or more sports.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**Supervisor:**

Site Administrator

**Job Goal:**

To provide leadership and oversight for coaches and encourage positive school sportsmanship.

**Performance Responsibilities:**

1. Schedule coordination of interscholastic sports with varsity and junior varsity division.
2. Responsible for scheduling and payment of officials for all individual and tournament home contests.
3. Coordination and development of tournaments sponsored by the high school.
4. Responsible for all gate-keeping and support personnel assignments at home contests.
5. Shared assignment of supervision of home and away athletic contests, as well as crowd control.
6. Handle all correspondence and annual reports to the California Interscholastic Federation, San Joaquin Section.
7. Handle publication and distribution of all athletic schedules to appropriate schools, personnel and press.
8. Order all new and replacement equipment within budget constraints for all interscholastic sports.
9. Responsible for all re-certification and re-conditioning of equipment used by student athletes.
10. Assist Site Administrator in selection and placement of coaching staff to fill needs of high school athletic programs.
11. Assist Site Administrator in evaluation for head coaches and be responsible for assuring that all head coaches evaluate their assistants.
12. Certify coaching staff has met qualification requirements as determined by CIF and ACUSD policy.
13. Provide assistance to coaches by covering their classes, when needed, to allow coaches adequate preparation/departure time for athletic contests.
14. In case of co-Athletic Director positions, one person will be provided release time to attend necessary meetings.

**Salary and Compensated Time for FTE Athletic Director Performance**
Responsibilities:

One class period. Number, nature and schedule of assigned supervision events shall be subject to mutual agreement between the Site Administrator and the Athletic Director, but shall not exceed 30 events/year or 10 away contests.

Exhibit B. Page 6

COACH EVALUATION

Coach ________________________________ Sport ___________________________
School _______________________________ Year ___________________________

Level:

_____ Head Coach      _____ Assistant Coach

_____ Varsity       _____ Junior Varsity       _____ Freshman

_____ Girls       _____ Boys

Survey of Attributes: (Check appropriate column – all areas noted as needing improvement must be addressed in the comment section.)

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<th>Not Observed</th>
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<td></td>
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<td>---</td>
<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td>2</td>
<td>Teaching ability</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Rapport with team</td>
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<tr>
<td>4</td>
<td>Rapport with other staff</td>
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<tr>
<td>5</td>
<td>Uses proper judgment, language, and behavior</td>
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</tr>
<tr>
<td>6</td>
<td>Organizational skills</td>
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</tr>
<tr>
<td>7</td>
<td>Rapport and tact with parents and community</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>Provides proper supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Care of equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Understands and follows State, section, league, and District</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Displays motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Accepts duties as outlined by job description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Uses care in treating student injuries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Keeps certification up-to-date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Appropriate role model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Shows concern for student morale and self-esteem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Recommendation to the Superintendent (to be submitted not later than one month after the end of the season):

_____ Recommend for re-employment   _____ Not recommended for re-employment

Evaluatee _________________________________  Date __________________

Signature indicates that a meeting was held to discuss the evaluation and does not indicate that the Evaluatee agrees with the report. A written rebuttal may be submitted within two weeks.

Evaluation Prepared By _________________  Title _____________  Date _____

Athletic Director or Administrator will prepare evaluation for head coaches; head coaches will evaluate assistants.

Reviewed by (Site Administrator) _____________________  Date ____________

Submit copy of evaluation to Director of Personnel no later than one month after the end of the season.
## Athletic Director Evaluation

**Director ________________________________ School ________________________**  
**School Year ________________________**  

Survey of Attributes: (check appropriate column – all areas noted as needing improvement must be addressed in the comment section.)

<table>
<thead>
<tr>
<th></th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understands and follows State, Section League and District Rules</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Organizes and plans efficiently and effectively</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Supports administrative directives/decisions and conveys them to staff in a positive manner</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Works effectively with staff, students, parents and public</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Schedules all events, transportation and payment to commission for officials</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Assists administration with selection and evaluation of all coaches</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Oversees, tracks and certifies all coaches</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Plan and monitors athletic budget</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Re-certifies and reconditions equipment</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Assist with supervision of home and away athletic events</td>
<td></td>
</tr>
</tbody>
</table>
COMMENTS:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Recommendation to the Superintendent** (to be submitted not later than one month after the end of the season):

_____ Recommend for re-employment   _____ Not recommended for re-employment

**Evaluatee** ______________________________ Date __________________

Signature indicates that a meeting was held to discuss the evaluation and does not indicate that the Evaluatee agrees with the report. A written rebuttal may be submitted within two weeks.

**Administrator** ______________________________ Date __________________

Submit copy of evaluation to the Director of Personnel no later than 3 weeks prior to the employees last day of work.
EXHIBIT B

SPECIAL EDUCATION DEPARTMENT CHAIR
JOB DESCRIPTION

Duties of the Department Head

Budget Responsibilities:

1. Approve all department purchase requisitions prior to submission to the principal and/or director.
2. Coordinate requisition and distribution of instructional supplies.
3. Coordinate textbook ordering, distribution and inventory on an annual basis.

Staff Development:

1. Provide orientation for new teachers.

Department Curriculum:

1. Coordinate curriculum in the department.
2. Facilitate curriculum articulation meetings with both feeder schools and other high schools.
3. Assist teachers to obtain classroom materials and activities.

Communication:

1. Facilitate communication between Administration and Staff.
2. Facilitate communication between Staff members.
3. Advise and assist the Administration and Counseling staff as the representative of the department in the development of the Master Schedule.
4. Assist the Administration as the representative of the department in the hiring of new teachers for the department.

Selection Process

Appointed by the Director of Special Education. A department shall consist of a minimum of three members.

Term

The length of term for a Department Head shall not exceed one year. Incumbent Department Heads may be re-appointed by the Director.
**Salary**

See Exhibit A, Miscellaneous Stipends.

**Evaluation**

The Department Head will submit an annual self-evaluation of the past year and plans for his/her department for the following year. These submittals will be made each year by May 15th.
# Exhibit C. Miscellaneous Stipends

Effective July 1, 2008

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
<th>Stipend Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>FBLA</td>
<td>$1,154.00</td>
</tr>
<tr>
<td>D</td>
<td>High School Band Director</td>
<td>$1,252.00</td>
</tr>
<tr>
<td>E</td>
<td>High School Musical Theatre Instructor*</td>
<td>$316.00</td>
</tr>
<tr>
<td>F</td>
<td>High School Drama Instructor*</td>
<td>$316.00</td>
</tr>
<tr>
<td>G</td>
<td>FHA / HERO</td>
<td>$1,154.00</td>
</tr>
<tr>
<td>H</td>
<td>Teacher-in-Charge – Elementary</td>
<td>$484.00</td>
</tr>
<tr>
<td></td>
<td>Teacher-in-Charge – Continuation/Junior High</td>
<td>$675.00</td>
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<tr>
<td>I</td>
<td>Teaching Hourly/Teacher Substitute Hourly</td>
<td>$35.15</td>
</tr>
<tr>
<td>J</td>
<td>Academic Decathlon **</td>
<td>$484.00</td>
</tr>
<tr>
<td>K</td>
<td>Junior High Yearbook Advisor (no class)</td>
<td>$982.00</td>
</tr>
<tr>
<td></td>
<td>Junior High Yearbook Advisor (with class)</td>
<td>$490.00</td>
</tr>
<tr>
<td></td>
<td>High School Yearbook Advisor (no class)</td>
<td>$1,703.00</td>
</tr>
<tr>
<td></td>
<td>High School Yearbook Advisor (with class)</td>
<td>$855.00</td>
</tr>
<tr>
<td>L</td>
<td>Agriculture Incentive Stipend***</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>M</td>
<td>Department Chairs ~ See Certificated Salary Schedule Footnote</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Article 6</td>
<td>Agriculture Incentive Teacher</td>
<td>Up to 20 days Per Diem</td>
</tr>
<tr>
<td>Article 22</td>
<td>PAR Joint Committee****</td>
<td></td>
</tr>
<tr>
<td>Article 22</td>
<td>PAR Consulting Teacher****</td>
<td></td>
</tr>
<tr>
<td>Article 22</td>
<td>PAR CT: Additional Stipend per referred teacher, maximum two****</td>
<td></td>
</tr>
</tbody>
</table>

* Each performance (not to exceed 3) and one competition (total not to exceed 4).

** If team advances to state competition an additional $479.00 stipend is payable.

*** Stipend does not increase with salary increases

**** Salaries determined by the Joint Committee in a manner consistent with Education Code.

Exhibit L and Article 6 are paid by the Agriculture Incentive Grant. If grant is discontinued there will be no pay for these stipends.

**Exhibit C (cont). Future Business Leaders of America** The District agrees to pay the stipend to one school advisor for the FBLA club for the following extra duties: 1. Hold at least one meeting of the FBLA each month and submit copies of Club minutes to the site administrator and the Superintendent. 2. Attend regional and State organization meeting. 3. Encourage students to attend and participate in activities. 4. Supervise necessary fund-raising activities to supplement organizational funds. 5. Involve students in activities and competition where appropriate. 6. Submit a log of major activities to the Superintendent at the end of the school term. Substitution for any of the above may be made with the approval of the site administrator and the Superintendent.

Look at SEAC Exhibit B.
Evaluation of Personnel Cover Sheet.
Mileage Chart.
# Evaluation of Personnel: Forms and Procedures

## Cover Sheet

<table>
<thead>
<tr>
<th>Evaluatee</th>
<th>School</th>
<th>Evaluator</th>
<th>Subject/Grade</th>
<th>Date Observation #1</th>
<th>Date Observation #2</th>
<th>Final Evaluation Date</th>
</tr>
</thead>
</table>

Evaluator Check-off List:

<table>
<thead>
<tr>
<th>£ INITIAL CONFERENCE</th>
<th>£ INTERIM CONFERENCE</th>
<th>£ INTERIM CONFERENCE</th>
<th>£ FINAL CONFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>“By the fifth week of school an initial meeting is held between the prime evaluator and each evaluatee.” (8.2.2)</td>
<td>“Prior to the end of the first semester an observation is conducted for all temporary and probationary certificated employees assigned to the prime evaluator. A Post observation conference will be held within one week.” (8.2.3)</td>
<td>“At least thirty days prior to the end of the third quarter an observation is conducted for all permanent certificated employees assigned to the prime evaluator. A post observation conference will be held within one week.” (8.2.4)</td>
<td>“At least thirty days prior to the last day of student attendance, the final evaluation report (Certificated Employee Performance Evaluation) of each certificated employee will be filed in the personnel office. The prime evaluator will write the final evaluation report based on observations and conferences. An evaluation conference will be held. Both parties will sign the final evaluation, indicating the meeting was held.” (8.2.6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluatee Signature &amp; Date</th>
<th>Evaluatee Signature &amp; Date</th>
<th>Evaluatee Signature &amp; Date</th>
<th>Evaluatee Signature &amp; Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Signature &amp; Date</td>
<td>Evaluator Signature &amp; Date</td>
<td>Evaluator Signature &amp; Date</td>
<td>Evaluator Signature &amp; Date</td>
</tr>
</tbody>
</table>
Evaluation of Personnel: Forms and Procedures

Pre-Observation Conference

By the fifth week of school an initial meeting is held between the prime evaluator and evaluatee. This meeting should result in agreement upon the three standards to be evaluated during the school year. In the event that the teacher and evaluator are unable to agree on the standards, the teacher will select two standards and the evaluator will select a third. Standards being selected shall be initialed.

______ Engaging and Supporting All Students in Learning

1. Connecting students’ prior knowledge, life experience, and interests with learning goals.
2. Using a variety of instructional strategies and resources to respond to students’ diverse needs.
3. Facilitating learning experiences that promote autonomy, interaction, and choice.
4. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
5. Promoting self-directed, reflective learning for all students.

______ Creating and Maintaining Effective Environments for Student Learning

1. Creating a physical environment that engages all students.
2. Establishing a climate that promotes fairness and respect.
3. Promoting social development and group responsibility.
4. Establishing and maintaining standards for student behavior.
5. Planning and implementing classroom procedures and routines that support student learning.
6. Using instruction time wisely.

______ Understanding and Organizing Subject Matter for Student Learning

1. Demonstrating knowledge of subject matter content and student development.
2. Organizing curriculum to support student understanding of subject matter.
3. Interrelating ideas and information within and across subject matter ideas.
4. Developing student understanding through instructional strategies that are appropriate to the subject matter.
5. Using materials, resources, and technologies to make subject matter accessible to students.

______ Planning Instruction and Designing Learning Experiences for All Students

1. Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.
2. Establishing and articulating goals for student learning.
3. Developing and sequencing instructional activities and materials for student learning.
4. Designing short-term and long-term plans to foster student learning.
5. Modifying instructional plans to adjust for all student needs.

______ Assessing Student Learning

1. Establishing and communicating learning goals for students
2. Collecting and using multiple sources of information to assess student learning.
3. Involving and guiding all students in assessing their own learning.
4. Using the results of assessments to guide instruction.
5. Communicating with students, families, and other audiences about student progress.

Developing as a Professional Educator
This standard is not used as part of the evaluation process, but included for reflection.

We acknowledge that we have reached consensus on the three standards that will be evaluated this year.

Evaluatee signature ______________________________ Date ____________

Evaluator’s signature ______________________________ Date ____________

School ___________________________________________________________________________________
MILEAGE CHART

(REVISED 12/10/01)
Exhibit D. High School Band Director The district agrees to pay the stipend per year for the following extra duties: 1. Performance at all varsity home league football games (weather permitting). 2. Provide a pep band no more than one game/week for all home league basketball games. 3. Perform one public concert during the fall semester and one public concert during the spring semester. 4. Participate in at least one music festival, band festival, band day or similar event. 5. Participate in four marching events (traditional local parades to have precedence if held during regular school term). Substitution for any of the above may be made with the approval of the site administrator and the Superintendent.

Exhibit E. High School Musical Theatre Instructor The District agrees to pay the stipend for each major music performance (not to exceed 3) that meet the following criteria: 1. Requires at least four night's of rehearsals. 2. Performance is presented to the public on at least two evenings. 3. Production requires costumes, set or scenery development, make up, and consists of more than one act or scene. Participation in a least one competition, such as a drama festival, drama workshop, etc. Total not to exceed 4 stipends. Substitution for any of the above may be made with approval of the site administrator and superintendent.

Exhibit F. High School Drama Instructor The District agrees to pay the stipend for each major drama performance (not to exceed 3) that meet the following criteria: 1. Requires at least four night's of rehearsals. 2. Performance is presented to the public on at least two evenings. 3. Production requires costumes, set or scenery development, make up, and consists of more than one act or scene. Participation in a least one competition, such as a drama festival, drama workshop, etc. Total not to exceed 4 stipends. Substitution for any of the above may be made with approval of the site administrator and superintendent.

Exhibit G. FHA/HERO Advisor The District agrees to pay the stipend to designated club advisor at each high school for performing the following extra duties:

1. Hold at least one FHA/HERO meeting each month during school and submit copies of the meeting minutes to the site administrator and the Superintendent.

2. Chaperon students and encourage active participation in all regional and State meetings.

3. Supervise necessary fund-raising activities to supplement organizational funds.

4. Encourage club participation in the County fair. 5. Submit a log of major activities to the Superintendent at the end of the school term. Substitution for any of the above may be made with approval of the site administrator and Superintendent.
Exhibit H. Teacher-In-Charge Teacher-in-charge will be in charge of the school site to which assigned in the absence of the site administrator. In case of emergency, the teacher-in-charge shall contact the Superintendent to report action taken and to obtain instructions. There will be a teacher-in-charge for each elementary school, junior high school and the continuation school.

Exhibit I. Teaching Hourly The District agrees to pay hourly rate of pay for Summer School, After-School Tutoring, Substitute Teaching during preparation periods and other activities as negotiated.

Exhibit J. Academic Decathlon The District agrees to employ a maximum of two coaches at each high school for coaching the Academic Decathlon teams from that high school.

Exhibit K. Yearbook Advisor The stipend for yearbook taught during the workday is less than the stipend for yearbook advisor after school (no class).

Exhibit L. Agriculture Incentive Stipend Ag. Incentive Stipend to be given to Agriculture teachers who do not receive 20 day per diem Ag. Incentive.

Exhibit M. Department Head Job Description

Duties of the Department Head

Budget Responsibilities:

1. Develop department budget proposal. 2. Approve all department purchase requisitions prior to submission to the principal. 3. Coordinate requisition and distribution of instructional supplies. 4. Coordinate textbook ordering, distribution and inventory on an annual basis.

Staff Development:

1. Provide orientation for new teachers.

Department Curriculum:

1. Coordinate curriculum in the department. 2. Facilitate curriculum articulation meetings with both feeder schools and other high schools. 3. Assist teachers to obtain classroom materials and activities.
**Communication:**

1. Facilitate communication between Administration and Staff. 2. Facilitate communication between Staff members. 3. Advise and assist the Administration and Counseling staff as the representative of the department in the development of the Master Schedule. 4. Assist the Administration as the representative of the department in the hiring of new teachers for the department.

**Selection Process**

The Department Head position will be posted and open for applicants at the school sites (applicants must teach in the department for which they are applying). There will be a closed ballot vote by members of the department and the principal. Each member will have one vote per class taught in the department. The principal shall have votes equivalent to that of one full time department member. A department shall consist of a minimum of three members.

**Term**

The length of term for a Department Head shall not exceed one year. Incumbent Department Heads may be re-appointed through the selection process.

**Salary**

See Miscellaneous Stipends.

**Evaluation**

Each member of a department will submit an annual evaluation of his/her Department Head to the Principal. The Department Head will submit an annual self-evaluation of the past year and plans for his/her department for the following year. These submittals will be made each year by May 15th.
Departments for High Schools:

1. Social Studies
   - History
   - Psychology
   - Sociology
   - Government
   - Economics
   - Geography
2. Language Arts
   - English
   - Foreign Language
   - Reading
   - Journalism
   - Media
3. Physical Education
   - Health Education
4. Science
5. Mathematics
6. Fine Arts
   - Music
   - Art
   - Drama
   - Media
   - Yearbook
7. Life Skills
   - Computers
   - Home Economics
   - Agriculture
   - Forestry and Wildlife
   - Industrial Arts
   - Careers
   - Drivers Education
   - Regional Occupation Program
   - Drafting Electronics
Exhibit N. Grievance Forms
Amador County Unified School District
Grievance Form – Level I

Name of Grievant: ______________________________________________________________
Position: ____________________________________ School: ____________________________
Contract provision(s) alleged to be violated: __________________________________________

State in detail the facts of the alleged violation including times and places and description of the
particular incident and names of the persons involved. (Use separate sheet, if necessary.)

Request for settlement or corrective action desired:

Has this grievance been discussed with the site administrator or supervisor on the informal level.

Name of Site
Administrator/Supervisor: _______________________________ Title: ______________
Grievant’s Signature: ___________________________________ Date: ______________

Grievant Representative’s
Signature (optional): ___________________________________ Date: ______________

Decision:

Reasons for decision (use separate sheet, if necessary):

Signature of Administrator: _______________________________________________________
School: ____________________________ Date: __________________________
Amador County Unified School District
Grievance Form – Level II

Name of Grievant: ______________________________________________________

Position: ____________________________ School: ___________________________

To: Superintendent
    Amador County Unified School District
    217 Rex Avenue
    Jackson, CA 95642

I wish to appeal the grievance decision at Level I rendered by:

__________________________________________  __________________________
(Name of Administrator)  (Title)

on ____________________. This grievance is therefore appealed to Level II.

(Date)
Copies of the grievance and decision are attached.

Reason for this appeal:

Grievant’s Signature: _____________________________ Date: _________________

Grievant Representative’s
Signature (optional): _____________________________ Date: _________________

Decision:

Reasons for decision (use separate sheet, if necessary):

Signature of Superintendent: ________________________________ Date: _________________
Amador County Unified School District
Grievance Form – Level III

Name of Grievant: __________________________________________

Position: __________________________ School: ___________________________

To: Superintendent
    Board of Trustees
    Amador County Unified School District

I wish to appeal the grievance decision at Level II rendered by the Superintendent of the Amador County Unified School District on ______________ (date). This grievance is, therefore, appealed to Level III, the mediation level. Copies of the grievance and decision are attached.

Reason for this appeal:

Grievant’s Signature: _______________________________ Date: __________________

Grievant Representative’s Signature (optional): ________________________________ Date: __________________

Settlement reached in mediation: See attached.
Exhibit O. Approval for Units on Salary Schedule
Advanced Approval In-Lieu Credit Authorization

Name: ______________________________ Site: ____________________
Grade/Subject: ______________________ Date: ____________________
Number of Units Requested: ____________

In the space below, please submit a written prospectus detailing the activity of the educational project showing how the project will benefit the applicant and the District (justification for number of units requested):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please attach a written recommendation from your principal.

☑ Recommend to Board
☑ Not Recommended to Board

Director of Curriculum Signature: __________________ Date: ________________
________________________________________________________________________

Conditions (if applicable):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Please provide documentation to the Personnel Department upon completion of the requested credit. Deadlines: September 10 starting on September payroll or February 10 starting on February payroll.
Advanced Approval for Continuing Education Units:

Name: ___________________________ Site: ___________________________
Grade/Subject: ____________________ Date: _______________________

Continuing Education units submitted for credit under the salary schedule shall be subject to one of the following requirements.

1. _____ Present or future teaching assignment.
2. _____ Professional education course related to teaching position and will improve the teacher in the classroom.
3. _____ To aid or prepare the teacher for present or assigned future extra-curricular activities. (requires signature of Principal)
   Principal’s Approval: _____________________________
4. _____ A repeat of a previous course which directly relates to teaching assignment (requires signature of Principal)
   Principal’s Approval: _____________________________

<table>
<thead>
<tr>
<th>Title and Description</th>
<th>No. of Credits</th>
<th>Institution Name</th>
<th>Date Completed</th>
</tr>
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</tr>
</tbody>
</table>

☐ Approved
☐ Not Approved

Director of Personnel Signature: ___________________________ Date: ______________

Please provide documentation to the Personnel Department upon completion of the requested credit.

Deadlines: September 10 starting on September payroll or February 10 starting on February payroll.
Exhibit O. Page 3

Advanced Approval for College/University Units:

Name: __________________________________ Site: _________________________
Grade/Subject: _______________________ Date: ________________

All college courses submitted for credit under the salary schedule shall be subject to one of the following requirements:

1. ______ Present or future teaching assignment.

2. ______ Professional education course related to teaching position and will improve the teacher in the classroom.

3. ______ To aid or prepare the teacher for present or assigned future extra-curricular activities. (requires signature of Principal)

   Principal’s Approval: _____________________________

4. ______ A repeat of a previous course which directly relates to teaching assignment (requires signature of Principal)

   Principal’s Approval: _____________________________

<table>
<thead>
<tr>
<th>Title and Description</th>
<th>No. of Credits</th>
<th>Institution Name</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

☐ Approved
☐ Not Approved

Director of Personnel Signature: ________________________ Date: ____________

Please provide documentation to the Personnel Department upon completion of the requested credit.
Deadlines: September 10 starting on September payroll or February 10 starting on February payroll.
Exhibit P. Interest to Transfer

AMADOR COUNTY UNIFIED SCHOOL DISTRICT CERTIFICATED STAFF
INVITATION TO SUBMIT LETTER OF INTEREST TO TRANSFER
FEBRUARY 20XX

If you are interested in being considered for a change of assignment to another school site, please complete and return this form by March 1, 20XX to the District Office, Personnel Dept. You will be notified by letter or telephone of vacancies appropriate to your expressed interest.

NAME:__________________________________________________________

PRESENT SCHOOL SITE:___________________________________________

PRESENT GRADE LEVEL:___________________________________________

SCHOOLS I AM INTERESTED IN:

<table>
<thead>
<tr>
<th>All Elementary Schools</th>
<th>All Jr. High/High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plymouth Elementary</td>
<td>Amador High School</td>
</tr>
<tr>
<td>Sutter Creek Elementary</td>
<td>Argonaut High School</td>
</tr>
<tr>
<td>Pine Grove Elementary</td>
<td>Independence HS</td>
</tr>
<tr>
<td>Pioneer Elementary</td>
<td>Independent Study Center</td>
</tr>
<tr>
<td>Jackson Elementary</td>
<td>Jackson Jr. High</td>
</tr>
<tr>
<td>Ione Elementary</td>
<td>Ione Jr. High</td>
</tr>
<tr>
<td>Court School (COE Position)</td>
<td></td>
</tr>
</tbody>
</table>

GRADE LEVELS:

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<thead>
<tr>
<th>Kindergarten</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Sixth</td>
</tr>
<tr>
<td>Second</td>
<td>Seven-Eight</td>
</tr>
<tr>
<td>Third</td>
<td>Nine-Twelve</td>
</tr>
<tr>
<td>Fourth</td>
<td>All</td>
</tr>
</tbody>
</table>

SUBJECT:
If you are interested in transferring to an opening teaching a particular subject only, please indicate which subject(s):

Please list all California teaching credentials held, including authorizations:

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Signature                      Date
**Exhibit Q. Evaluation of Personnel: Forms and Procedures**

**Add SEAC Evaluation of Personnel: Forms and Procedures**

**Cover Sheet**

**Evaluation of Personnel: Forms and Procedures**

**Cover Sheet**

Evaluatee_____________________________ School ____________________________

Evaluator _____________________________ Subject/Grade ______________________

Date Observation #1_______ Date Observation #2 ______ Final Evaluation Date______

Evaluator Check-off List:

<table>
<thead>
<tr>
<th>£ INITIAL CONFERENCE</th>
<th>£ INTERIM CONFERENCE</th>
<th>£ INTERIM CONFERENCE</th>
<th>£ FINAL CONFERENCE</th>
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<tbody>
<tr>
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<td>“At least thirty days prior to the end of the third quarter an observation is conducted for all permanent certificated employees assigned to the prime evaluator. A post observation conference will be held within one week.” (8.2.4) “By the end of the third quarter a second observation is conducted for all temporary and probationary certificated employees assigned to the prime evaluator. A post observation conference will be held within one week.” (8.2.5)</td>
<td>“At least thirty days prior to the last day of student attendance, the final evaluation report (Certificated Employee Performance Evaluation) of each certificated employee will be filed in the personnel office. The prime evaluator will write the final evaluation report based on observations and conferences. An evaluation conference will be held. Both parties will sign the final evaluation, indicating the meeting was held.” (8.2.6)</td>
</tr>
</tbody>
</table>
Pre-Observation Conference

By the fifth week of school, an initial meeting is held between the prime evaluator and the evaluatee. This meeting should result in agreement upon the three standards to be evaluated during the school year. In the event that the teacher and evaluator are unable to agree on the standards, the teacher will select two standards and the evaluator will select a third. Standards being selected shall be initialed.

______ Engaging and Supporting All Students in Learning
1. Connecting students’ prior knowledge, life experience, and interests with learning goals. 2. Using a variety of instructional strategies and resources to respond to students’ diverse needs. 3. Facilitating learning experiences that promote autonomy, interaction, and choice. 4. Engaging students in problem-solving, critical thinking, and other activities that make subject matter meaningful. 5. Promoting self-directed, reflective learning for all students.

______ Creating and Maintaining Effective Environments for Student Learning
1. Creating a physical environment that engages all students. 2. Establishing a climate that promotes fairness and respect. 3. Promoting social development and group responsibility. 4. Establishing and maintaining standards for student behavior. 5. Planning and implementing classroom procedures and routines that support student learning. 6. Using instruction time wisely.

______ Understanding and Organizing Subject Matter for Student Learning
1. Demonstrating knowledge of subject matter content and student development. 2. Organizing curriculum to support student understanding of subject matter. 3. Interrelating ideas and information within and across subject matter ideas. 4. Developing student understanding through instructional strategies that are appropriate to the subject matter. 5. Using materials, resources, and technologies to make the subject matter accessible to students.

______ Planning Instruction and Designing Learning Experiences for All Students
1. Drawing on and valuing students’ backgrounds, interests, and developmental learning needs. 2. Establishing and articulating goals for student learning. 3. Developing and sequencing instructional activities and materials for student learning. 4. Designing short-term and long-term plans to foster student learning. 5. Modifying instructional plans to adjust for all student needs.

Assessing Student Learning

1. Establishing and communicating learning goals for students 2. Collecting and using multiple sources of information to assess student learning. 3. Involving and guiding all students in assessing their own learning. 4. Using the results of assessments to guide instruction. 5. Communicating with students, families, and other audiences about student progress.

Developing as a Professional Educator This standard is not used as part of the evaluation process but included for reflection.

We acknowledge that we have reached a consensus on the three standards that will be evaluated this year.

__________________________ ____________________________
Signature of Evaluatee Signature of Evaluator

Date _________________________ School
Classroom Observation/Post-Observation Conference
(For Evaluator's use during classroom observation and discussion with the teacher at the post-observation conference)

Evaluatee: ________________________________  School: ________________________________
Evaluator: ________________________________  Observation #1 or #2: _________________
Period/Time & Date of Lesson: ___________________________  Subject/Grade: ________________
Lesson: ___________________________  Number of Students: ________ Duration of visit: ___________

Please fill in the three standards being observed below:

1. ________________________________  Observations:

2. ________________________________  Observations:

3. ________________________________  Observations:
Classroom Observation/Post-Observation Conference (page 2)

Evaluator comments:

Evaluatee comments:

The evaluatee’s signature does not constitute an endorsement of the evaluator’s notations but is recognition that discussion of this observation has taken place.

Evaluatee signature ______________________________ Date ________________

Evaluator’s signature ______________________________ Date ________________

Add SEAC Evaluation of Personnel: Forms and Procedures FINAL
**PERFORMANCE EVALUATION**
Exhibit Q. Page 4

**Evaluation of Personnel: Forms and Procedures**

**FINAL PERFORMANCE EVALUATION**

Employee ________________________ Evaluator ___________________________

Employment Status (Check One) £ Temporary £ Probationary 1 £ Probationary 2 £ Permanent £ Intern

Years of Service to District ________ Date_____________ Grade/Subject ___________

**EVALUATION CODE:**

Not Observed: This particular component of the teaching standard was not observed because (1) not one of the three focus Teaching Standards or (2) simply was not observed during the particular observations.

Meets/Exceeds Standard: should be interpreted to mean competent with performance acceptable to the District.

Approaching Standard/Needs Improvement: indicates Evaluatee understands Standards and is working toward meeting the Standard.


<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>N/A</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Observed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets/Exceeds Standard</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Approaching Standard/Needs Improvement</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>*Does Not Meet Standard/Unsatisfactory</td>
<td></td>
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</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>I. Standard for Engaging and Supporting All Students in Learning</th>
<th>N/A</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting students’ prior knowledge, life experiences, and interests with learning goals</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Using a variety of instructional strategies and resources to respond to students’ diverse</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Facilitating learning experiences that promote autonomy, interaction, and choice

Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

Promoting self-directed, reflective learning for all students

<table>
<thead>
<tr>
<th>II. Standard for Creating and Maintaining Effective Environments</th>
<th>N/A</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a physical environment that engages all students</td>
<td></td>
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<td></td>
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<tr>
<td>Establishing a climate that promotes fairness and respect</td>
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<tr>
<td>Promoting social development and group responsibility</td>
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<td></td>
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<tr>
<td>Establishing and maintaining standards for student behavior</td>
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<td></td>
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<tr>
<td>Planning and implementing classroom procedures and routines that support student learning</td>
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<tr>
<td>Using instructional time effectively</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Standard for Understanding and Organizing Subject Matter</th>
<th>N/A</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating knowledge of subject matter content and student development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing curriculum to support student understanding of subject matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Interrelating ideas and information within and across subject matter areas</td>
<td></td>
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<tr>
<td>Developing student understanding through instructional strategies that are appropriate to the subject matter</td>
<td></td>
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</tr>
<tr>
<td>Using materials, resources and technologies to make subject matter accessible to students</td>
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</tr>
</tbody>
</table>

### IV. Standard for Planning Instruction and Designing Learning Experiences

<table>
<thead>
<tr>
<th>N/A</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing on and valuing students’ backgrounds, interests, and developmental learning needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing and articulating goals for student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing and sequencing instructional activities and materials for student learning</td>
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<tr>
<td>Designing long and short term plans to foster student learning</td>
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</tbody>
</table>

### V. Standard for Assessing Student Learning

<table>
<thead>
<tr>
<th>N/A</th>
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<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing and communicating learning goals for all students</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Collecting and using multiple sources of information to assess student learning

Involving and guiding students in assessing their own learning

Using results of assessments to guide instruction

Communicating with students, families, and other audiences about student progress

To improve overall performance, improvements are recommended or required in the following areas: (The evaluator’s comments and suggestions for improvement must be included, as well as a timeline for meeting any requirement listed. An attachment may be included.)

<table>
<thead>
<tr>
<th>Recommended Timeline</th>
<th>*Required Timeline</th>
<th>Comments and Suggestions for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Employee Statement: I acknowledge that I have seen this evaluation and have been provided with suggestions where improvement in performance is indicated. I understand that my signature does not necessarily mean that I agree with this evaluation and that I may submit a statement in writing to accompany this form.

Employee Signature ________________________________ Date ______________________

Evaluator Signature ________________________________ Date ______________________

AMADOR COUNTY UNIFIED SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION
CERTIFICATED EMPLOYEE PERFORMANCE EVALUATION
Employee ______________________________  Evaluator ______________________________

Grade/Subject ______________________________  Date ______________________________

Years of Service to District ______________________________

**Evaluation Code**

Satisfactory should be interpreted to mean competent with performance acceptable to the District.

Unsatisfactory indicates weakness in performance in need of strengthening before next evaluation.

A check in Satisfactory may be accompanied by a supportive statement.

A check in Unsatisfactory must be accompanied by a supportive statement.

**Time Line**

Before 5th week of school, conference for each of the five categories, three will be selected mutually or two by teacher, one by administrator.

Observation #1  Date: ______________________________

Observation #2  Date: ______________________________ (Prob)

30 days prior to end of school year, evaluation shared

*The Evaluation shall be based on classroom or work-area visits, formal conferences and personal observations.*

<table>
<thead>
<tr>
<th>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Connecting students’ prior knowledge, life experience, and interests with learning goals.</td>
</tr>
<tr>
<td>2. Using a variety of instructional strategies and resources to respond to students’ diverse needs.</td>
</tr>
<tr>
<td>3. Facilitating learning experiences that promote autonomy, interaction and choice.</td>
</tr>
<tr>
<td>4. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.</td>
</tr>
<tr>
<td>5. Promoting self-directed, reflective learning for all students.</td>
</tr>
</tbody>
</table>

**COMMENTS**

[ ] Satisfactory [ ] Unsatisfactory

<table>
<thead>
<tr>
<th>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating a physical environment that engages all students.</td>
</tr>
<tr>
<td>2. Establishing a climate that promotes fairness and respect.</td>
</tr>
<tr>
<td>3. Promoting social development and group responsibility.</td>
</tr>
<tr>
<td>4. Establishing and maintaining standards for student behavior.</td>
</tr>
<tr>
<td>5. Planning and implementing classroom procedures and routines that support student learning.</td>
</tr>
<tr>
<td>6. Using instruction time wisely.</td>
</tr>
</tbody>
</table>

**COMMENTS**

[ ] Satisfactory [ ] Unsatisfactory
## UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

<table>
<thead>
<tr>
<th>1. Demonstrate knowledge of subject matter context and student development.</th>
<th>3. Interrelate ideas and information within and across subject matter ideas.</th>
<th>5. Using materials, resources, and technologies to make subject matter accessible to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Organize curriculum to support student understanding of subject matter.</td>
<td>4. Developing student understanding through instructional strategies that are appropriate to the subject matter.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**

[ ] Satisfactory  [ ] Unsatisfactory

## PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

<table>
<thead>
<tr>
<th>1. Draw on and value students' backgrounds, interests, and developmental learning needs.</th>
<th>3. Developing and sequencing instructional activities and materials for student learning.</th>
<th>5. Modifying instructional plans to adjust for all student needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Establishing and articulating goals for student learning.</td>
<td>4. Designing short-term and long-term plans to foster student learning.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**

[ ] Satisfactory  [ ] Unsatisfactory

## ASSESSING STUDENT LEARNING

<table>
<thead>
<tr>
<th>1. Establishing and communicating learning goals for all students.</th>
<th>3. Involving and guiding all students in assessing their own learning.</th>
<th>5. Communicating with students, families, and other audiences about student progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Collecting and using multiple sources of information to assess student learning.</td>
<td>4. Using the results of assessments to guide instruction.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**

[ ] Satisfactory  [ ] Unsatisfactory

Other Comments:

________________________

**Employee Statement:** I acknowledge that I have seen this evaluation and have been provided with suggestions where improvement in performance is indicated. I understand that my signature does not necessarily mean that I agree with this evaluation and that I may submit a statement in writing to accompany this form.

Employee Signature __________________________  Date __________

Evaluator Signature __________________________  Date __________
Exhibit R. MEMORANDUM OF AGREEMENT FOR JOB SHARING
FOR THOSE WHO SHARE STUDENTS

Participants: ______________________________ _____________________________
School Site: _________________________ Grade/Subject: _____________________

1. This agreement is for the ________ school year.

2. A work schedule for each participant will be developed and approved by the site administrator prior to signing this agreement.

3. Each participant will participate in all scheduled activities on his/her assigned day. This includes, but is not limited to, school committees, staff meetings, lesson planning, extra duty schedules, testing, workshops and in-service sessions, etc. Any variation must have prior approval by the principal.

4. Participants will conduct parent conferences jointly, attend both scheduled “Back to School Night” and “Open House”, and both attend any Student Success Team (SST), 504 Plan, ILP (Individual Learning Plan), IEP (Individual Educational Plan) or any other meetings concerning their student(s).

5. Each participant will be responsible for all official records.

6. Should either participant be unable to fulfill his/her teaching obligation for any reason, which might include, but is not limited to death, prolonged illness, acceptance of full time employment or resignation, the other participant, if at all possible, shall assume full-time responsibility for the assignment until a suitable replacement is found, a new agreement signed by both participants and approved by the Board.

7. If and when a substitute is required, the other participant will assume responsibility for the class if at all possible. Participants can choose to trade or flex days to accomplish this. Documentation and prior approval must be on file with the principal.

8. Sick leave and health benefits entitlement is equal to the percentage of each partners assignment, as is the current practice and any change in this would be subject to negotiations.

9. Salary schedule advancement will be at one step for each year of service in a job share position. When the employee later accepts a full-time contract, the salary step will be computed on the basis of the sum of full-time and part-time fractional service in addition to previously credited service outside the District except as noted in the “Sideletter of Agreement Regarding Job Shares”.

I accept the above provisions and restrictions of a divided job assignment.

_________________________________  ___________________________
Participant                                Date
MEMORANDUM OF AGREEMENT FOR JOB SHARING FOR THOSE WHO DO NOT SHARE STUDENTS

Participants: ______________________________________ _____________________________
School Site: _________________________ Grade/Subject: ____________________________

1. This agreement is for the ________ school year.
2. A work schedule for each participant will be developed and approved by the site administrator prior to signing this agreement.
3. Each participant will participate in all scheduled activities on his/her assigned day. This includes, but is not limited to, school committees, staff meetings, lesson planning, extra duty schedules, testing, workshops, and in-service sessions, etc. Any variation must have prior approval by the principal.
4. Participants will conduct parent conferences, attend both scheduled “Back to School Night” and “Open House”, and attend any Student Success Team (SST), 504 Plan, ILP (Individual Learning Plan), IEP (Individual Educational Plan), or any other meetings concerning their student(s).
5. Each participant will be responsible for all official records.
6. Should either participant be unable to fulfill his/her teaching obligation for any reason, which might include, but is not limited to death, prolonged illness, acceptance of full-time employment or resignation, the other participant, if at all possible, shall assume full-time responsibility for the assignment until a suitable replacement is found, a new agreement signed by both participants and approved by the Board.
7. If and when a substitute is required, the other participant will assume responsibility for the class if at all possible. Participants can choose to trade or flex days to accomplish this. Documentation and prior approval must be on file with the principal.
8. Sick leave and health benefits entitlement is equal to the percentage of each partner’s assignment, as is the current practice and any change in this would be subject to negotiations.
9. Salary schedule advancement will be at one step for each year of service in a job share position. When the employee later accepts a full-time contract, the salary step will be computed on the basis of the sum of full-time and part-time fractional service in addition to previously credited service outside the District except as noted in the “Sideletter of Agreement Regarding Job Shares”.

I accept the above provisions and restrictions of a divided job assignment.

____________________________________  ________________________________
Participant                                                                                 Date

____________________________________  ________________________________
Participant                                                                                 Date

Approval of site administrator __________________________________________________________  
Board Approval ________________________________________________________________ Date
Exhibit S. Sideletter of Agreement, August 28, 2000
ACTA Agreement, 2004-2007

SIDE LETTER OF AGREEMENT
BY AND BETWEEN THE
AMADOR COUNTY UNIFIED SCHOOL DISTRICT ("DISTRICT") AND THE
AMADOR COUNTY TEACHERS ASSOCIATION/CTA/NEA ("ACTA")

AUGUST 28, 2000

1. Whereas, the District has allowed certain certificated employees to share a 1.0 Full Time Equivalent position as “part-time and/or shared positions” so that the District may utilize the services of two teachers who may not otherwise have accepted or continued employment with the District if they had to work full time;

2. Whereas, the District and ACTA agree that allowing part-time and/or shared positions for the people listed below has resulted in an educational benefit for the District;

3. Whereas, the District and ACTA agree that one person in the part-time and/or shared position has tenure rights to a full-time position but is on leave in order to work less than full time, and the other person in the part time and/or shared position is a temporary employee working to cover the leave of the tenured employee;

4. Whereas, the District recently discovered that, in relation to the person in a part-time and/or shared position, the District misapplied or did not apply Article XV of the ACUSD/ACTA collective bargaining agreement. Specifically, the District granted part-time and/or shared position employees year-for-year salary credit when that part-time and/or shared position person returned to full time status (instead of the fractional credit as required under the collective bargaining agreement);

5. Whereas, the District and ACTA have negotiated the issues surrounding the rights of their unit members who participate in a part-time and/or shared position, including the issue of what criteria to use to properly place an employee on the salary schedule after returning from a job share position;

6. Therefore, the parties agree to this side-letter agreement as follows:

7. The recitals listed above are part of the agreement.

8. Commencing with the 2000-2001 school year, persons in part-time and/or shared positions will be moved on the salary schedule in accordance with the negotiated contract between the District and ACTA.

9. Although there is no identified property right to future placement on the salary schedule, any certificated employee that was in a part-time and/or shared position prior to 2000-2001 shall receive year-for-year salary credit for those years worked as a part-time and/or shared position when that employee returns to full time status with the District. For any years worked during or after the 2000-2001 school year, the same part-time and/or shared position employee will only receive such fractional credit as is contained in the negotiated contract between the District and ACTA.

Exhibit S. Page 2
10. The following persons have not returned to full-time service as of the 2000-2001 school year and are currently in part-time and/or shared positions:

- Barbara Alexander  
  - Mary Ann Grillo  
- Lisa Cabri-Love  
  - Joanne Hazen  
- Linda Critchfield  
  - Stephanie Hill-Lang  
- Errol Esbit  
  - Mary Ann Kelley  
- Darlene Franks  
  - James Morris  
- Elisa Gantenbein  
  - Mary Nelson  
- Marion Graves  
  - Melissa Ratkovich  
  - Cathy Snyder  
  - Mary Tremelling  
  - Brenda Upton-Watts  
  - Jeanne Villeneuve  
  - Patricia Worcester

11. As of the date of this Sideletter agreement, the above-mentioned people have been deemed, through negotiations, to meet the appropriate criteria to receive the following year-for-year credit for their prior service as a part-time and/or shared position employee (as of June 1, 2000):

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Step</th>
<th>Name</th>
<th>Years</th>
<th>Step</th>
<th>Name</th>
<th>Years</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander</td>
<td>19</td>
<td>19</td>
<td>Grillo</td>
<td>18</td>
<td>15</td>
<td>Snyder</td>
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<td>8</td>
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<tr>
<td>Cabri-Love</td>
<td>12</td>
<td>12</td>
<td>Hazen</td>
<td>6</td>
<td>6</td>
<td>Tremelling</td>
<td>21</td>
<td>19</td>
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<tr>
<td>Critchfield</td>
<td>5</td>
<td>1</td>
<td>Hill-Lang</td>
<td>12</td>
<td>14</td>
<td></td>
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<tr>
<td>Esbit</td>
<td>9</td>
<td>14</td>
<td>Kelley</td>
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<td>11</td>
<td>Upton-Watts</td>
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<tr>
<td>Franks</td>
<td>9</td>
<td>6</td>
<td>Morris</td>
<td>6</td>
<td>6</td>
<td>Villeneuve</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Gantenbein</td>
<td>4</td>
<td>3</td>
<td>Nelson</td>
<td>4</td>
<td>8</td>
<td>Worcester</td>
<td>13</td>
<td>18</td>
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<tr>
<td>Graves</td>
<td>1</td>
<td>1</td>
<td>Ratkovich</td>
<td>6</td>
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</table>

12. This Sideletter agreement and the negotiations which led to this agreement abolish any perceived past practice of not applying Article XV of the negotiated agreement to part-time and/or shared positions.

13. The parties further agree that this Sideletter agreement does not set any precedent or practice in regards to salary for other unit members or any other employees, nor does it set any precedent or practice regarding any other related policy or practice.

Agreed this 28th day of August, 2000

For the Amador County Unified School District

[Signature]

For the Amador County Teachers Association, CTA/NEA

[Signature]
<table>
<thead>
<tr>
<th></th>
<th>Sutter Creek Prim</th>
<th>Sutter Creek Elem</th>
<th>Ply El</th>
<th>Pionior El</th>
<th>Plano Grove El</th>
<th>Jackson Jr. High</th>
<th>Jackson Elem</th>
<th>Ione Jr. High</th>
<th>Ione Elem</th>
<th>Ind High</th>
<th>District Office</th>
<th>Conrham School</th>
<th>Argo High</th>
<th>Argo High</th>
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<td>1</td>
<td>8</td>
<td>11</td>
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<tr>
<td>Jackson Jr. High</td>
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<tr>
<td>Jackson Elem</td>
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<td>Ione Jr. High</td>
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June 9, 2021

AGENDA ITEM #: 13.6       Motion: ________________
                             Second: ________________
                             Vote: ________________

SUBJECT:
ACTA Salary Schedule – Discussion/Action

BACKGROUND INFORMATION:
The most recent salary increase for teachers became effective on January 1, 2018. Since that time, the District has done an outstanding job of restoring and maintaining fiscal health. The recommended certificated salary schedule is a move to achieve salary levels that are closer to that of comparable school districts and competitive to recruit and retain teaching staff when vacancies occur.

Based on the Governor’s May Revise Budget and built into the 2021-2022 Annual Budget as presented to the Board at the June 9, 2021 Board of Trustees meeting, the recommended administrative salary schedule contained herein will take effect on July 1, 2021.

FISCAL IMPLICATIONS:
The projected impact is $1,095,621, to be funded by the general fund.

RECOMMENDATION:
Superintendent Slavensky recommends approval by the Board of Trustees.

PRESENTED BY:
David Vicari, Assistant Superintendent of Human Resources & Labor Relations
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
2021-2022 Certificated and Vocational CTE Salary Schedule
4.25% Salary Increase, Effective July 1, 2021
Insurance Cap $10,050
183 Day Work Calendar
Plus 2% Off Schedule for 2021-22

Column

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*Employees placed on Column III Step 1 will be frozen at Step 1 until all requirements of Column III are met (30 post-BA semester units)

**Column II is an option for holders of a Clear Credential that have not obtained 30 post-BA semester units, experience years/steps may be granted in this column

***Column DS II is an option for holders of a DS/CTE Clear Credential that have not obtained 30 post-BA semester units, experience years/steps may be granted in this column

Department Chair Stipend: 1,412
Master’s Stipend: 1,000
Doctorate (Ph.D. or Ed. D.) Stipend: 1,750
Special Education Stipend: 2,000

DS/CTE=Designated Subjects/Career Technical Education Credentials
Includes BIPT Business Industry Partnership Credentials

Board Approved: _____________________
AMADOR CO. UNIFIED SCHOOL DISTRICT
2021-2022 Certificated Salary Schedule - 193 DAYS

4.25% Salary Increase effective July 1, 2021
Insurance Cap $10,050

**Plus 2% Off Schedule for 2021-2022**

Board Approved: _______________

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*Employees placed on Column III Step 1 will be frozen at Step 1 until all requirements of Column III are met.

- Adult Education Coordinator Stipend: 4,000
- Master's Stipend: 1,000
- Doctorate (Ph.D. or Ed. D.) Stipend: 1,750
- Department Chair Stipend: 1,412
AGENDA ITEM #: 13.7

SUBJECT:
CSEA #239 Classified Employee Salary Schedule - Discussion/Action

BACKGROUND INFORMATION:
The recommended Classified employee salary schedule has been restructured to reflect current changes to the minimum wage hourly rate and modify the schedule to reflect the current placement of employees. The most recent salary increase for Classified employees became effective on January 1, 2018. Since that time, the District has done an outstanding job of restoring and maintaining fiscal health. The recommended Classified salary schedule increases Classified salary levels that are closer to that of comparable school districts.

Based on the Governor’s May Revise Budget and built into the 2021-2022 Annual Budget as presented to the Board at the June 9, 2021 Board of Trustees meeting, the recommended classified salary schedule contained herein will take effect on July 1, 2021.

FISCAL IMPLICATION: The projected impact is a $614,486, to be funded by the general fund.

RECOMMENDATION:
Superintendent Slavensky recommends approval by the Board of Trustees

PRESENTED BY:
David Vicari, Assistant Superintendent, Human resources & Labor Relations
19 $ 18.23

20 $ 18.51
21 $ 18.78

Bilingual IA, Cook Manager, Food Service Warehouseman,
Warehouseman

Admin Assistant 1, Career Center Tech, Lead M1

Admin Assistant 2, Computer Technician, Grounds M.W.

27
28
29
30

Accountant
M3
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20.54
20.85
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20.44

19.26

18.69
18.97

18.42

18.14

17.88

17.61

17.09
17.35

16.84

16.59

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15.63
15.87
16.11
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15.95
16.19
16.43
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2%
Step 3
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Step 4
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$ 19.14

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Step 5
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18.21

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22.10
22.44
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$ 20.83
$ 21.14

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$ 19.92

$ 19.62

$ 19.05
$ 19.33

$ 18.76

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1%
Step 6
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17.86
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18.40

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24.41

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22.32
22.66
23.00

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$ 21.35

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$ 19.52

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1%
Step 7
17.51
17.77
18.03
18.31
18.58

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23.93
24.29
24.65

22.21
22.55
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23.23

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$ 21.56

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$ 19.72

$ 19.14

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1%
Step 8
17.68
17.95
18.22
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Step 9

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24.78
25.15

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23.00
23.35
23.70

22.33

21.67
22.00

21.35

21.04

20.72

20.42

19.82
20.12

19.53

19.24

17.86
18.13
18.40
18.67
18.95

1.0%
Step 10
18.04
18.31
18.58
18.86
19.14

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$ 20.02
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$ 19.72

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Step 11
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18.77
19.05
19.33

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24.90
25.28
25.66

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23.46
23.82
24.17

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$ 22.44

$ 21.78

$ 21.46

$ 21.14

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$ 20.22
$ 20.52

$ 19.92

$ 19.62

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1%
Step 12

Employees who complete an Associate's Degree, 60 Semester College Units, or District required Proficiency Exam Equivalency will receive a 5% Stipend commensurate with their current step and column.
Employees who complete a Bachelor's Degree or 120 College Semester Units will receive a 10% Stipend commensurate with their current step and column.

LAN Technician, Lead Driver, Lead Mechanic, M4

Bus Driver Trainer
Equipment Mechanic

23
24
25
26

Bus Driver, M2, Senior Account Clerk

22 $ 19.07

18 $ 17.96

Beharior Intensive Intervention Aide

Admin Assistant 3, Dept. Secretary, Dispatcher, E.L.
Learner Home School Liaison - Bilingual, Food Service
Office Tech, Home/School Liaison

16 $ 17.44

17 $ 17.70

Library-Media Clerk, M1, Secondary Secretary - Registrar,
School Secretary

14 $ 16.93
15 $ 17.18

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$
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$

$

15.25
15.48
15.71
15.95
16.19

13 $ 16.68

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1%
Step 2

12 $ 16.43

7
8
9
10
11

Step 1

Campus Supervisor
Night Custodian, Senior Office Clerk

Account Clerk, Cook Baker, Instructional Special Ed. Aide,
School Office Clerk

Food Service 1
Library Clerk
Recess Lunch Duty Aide, Food Service 2
Instructional Assistant, Food Service 3

Range

Amador County Unified School District - CSEA #239 Proposed Salary Schedule 2021-22

Between Ranges = 1.5%
New

291

18.40
18.67
18.95
19.24
19.53

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24.78
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25.53
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Step 13
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Step 14
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19.34
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Step 15
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Step 16
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25.79
26.17
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24.30
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$ 23.58

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$ 21.57

$ 20.93

$ 20.63

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1%
Step 17
19.34
19.63
19.92
20.22
20.52

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26.04
26.44
26.83
27.23

24.54
24.91
25.28
25.66

$ 24.18

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$ 23.82

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$ 20.83

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1%
Step 18
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19.82
20.12
20.42
20.73

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26.30
26.70
27.10
27.51

24.78
25.16
25.53
25.92

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$ 22.00

$ 21.36

$ 21.04

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1%
Step 19
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20.02
20.32
20.63
20.94

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26.57
26.97
27.37
27.78

25.03
25.41
25.79
26.18

$ 24.66

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$ 24.30

$ 23.58

$ 23.24

$ 22.89

$ 22.55

$ 21.89
$ 22.22

$ 21.57

$ 21.25

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1.0%
Step 20
19.92
20.22
20.53
20.83
21.15

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$
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$
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26.83
27.24
27.64
28.06

25.28
25.66
26.05
26.44

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1%
Step 21
20.12
20.42
20.73
21.04
21.36

$
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27.10
27.51
27.92
28.34

25.54
25.92
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$ 22.67

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1%
Step 22

20.32
20.63
20.94
21.25
21.57

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27.37
27.78
28.20
28.62

25.79
26.18
26.57
26.97

$ 25.41

$ 24.66
$ 25.03

$ 24.30

$ 23.94

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$ 23.24

$ 22.56
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$ 22.22

$ 21.89

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1%
Step 23

20.53
20.83
21.15
21.46
21.79

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$
$

27.65
28.06
28.48
28.91

26.05
26.44
26.84
27.24

$ 25.66

$ 24.91
$ 25.28

$ 24.54

$ 24.18

$ 23.82

$ 23.47

$ 22.78
$ 23.12

$ 22.45

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1%
Step 24

20.73
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21.36
21.68
22.00

$
$
$
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$
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27.92
28.34
28.77
29.20

26.31
26.70
27.10
27.51

$ 25.92

$ 25.16
$ 25.54

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$ 24.42

$ 24.06

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$ 23.35

$ 22.67

$ 22.33

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1.0%
Step 25


DATE: June 9, 2021

AGENDA ITEM #: 13.8 Motion: ________________
Second: ________________
Vote: ________________

SUBJECT:
Confidential Employee Salary Schedule - Discussion/Action

BACKGROUND INFORMATION:
The most recent salary increase for unrepresented Confidential employees became effective on January 1, 2018. Since that time, the District has done an outstanding job of restoring and maintaining fiscal health. The recommended Confidential salary schedule increases Confidential salary levels that are closer to that of comparable school districts.

Based on the Governor’s May Revise Budget and built into the 2021-2022 Annual Budget as presented to the Board at the June 9, 2021 Board of Trustees meeting, the recommended Confidential salary schedule contained herein will take effect on July 1, 2021.

FISCAL IMPACTS:
The projected impact is $49,693.00, to be funded by the general fund.

RECOMMENDATION:
Superintendent Slavensky recommends approval by the Board of Trustees.

PRESENTED BY:
David Vicari, Assistant Superintendent of Human Resources & Labor Relations
### 2021-2022 Confidential Salary Schedule

**Effective July 1, 2021**

Insurance Cap: $10,050

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### Longevity (Based on years of service)

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### Vacation Schedule

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<th>Days</th>
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<td>20 or more</td>
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Significant notes to prior years action:

1. PERS deferred retirement implemented in 1988-89.
2. 2.25% of employee PERS paid by district in lieu of cola in 1990-91.
3. 7% of employee PERS paid by district effective 7/1/05.
4. Employee PERS paid by district for Classic PERS members hired prior to August 1, 2018.
5. PEPRA employees hired prior to 7/1/2018 will receive a salary increase equivalent to the employee's PERS contribution.

* Incumbents elected to retain confidential status per agreement with CSEA.
DATE: June 9, 2021

AGENDA ITEM #: 13.9

Motion: __________________
Second: __________________
Vote: _________________

SUBJECT:
Administrative Salary Schedule - Discussion/Action

BACKGROUND INFORMATION:
The most recent salary increase for school and district administrators became effective on January 1, 2018. Since that time, the District has done an outstanding job of restoring and maintaining fiscal health. The recommended administrative salary schedule is a move to achieve salary levels that are closer to that of comparable school districts and competitive to recruit and retain administrative staff when vacancies occur.

Based on the Governor’s May Revise Budget and built into the 2021-2022 Annual Budget as presented to the Board at the June 9, 2021 Board of Trustees meeting, the recommended administrative salary schedule contained herein will take effect on July 1, 2021.

FISCAL IMPLICATIONS:
The projected impact is $234,548, to be funded by the general fund.

RECOMMENDATION:
Superintendent Slavensky recommends approval by the Board of Trustees.

PRESENTED BY:
Dr. Amy Slavensky, Superintendent
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
AMADOR COUNTY OFFICE OF EDUCATION
2021-2022 Administrative Salary Schedule
Salary Increase Effective July 1, 2021
Insurance Cap $10,050

### CERTIFICATED

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Stipends:
- Doctorate: $1,750
- Masters Degree: $1,000
- Large Enrollment (420+) Elementary Principal: $4,000

### CLASSIFIED

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Classified Management: 260 days includes 30 days vacation and 13 paid holidays

Administrators will receive longevity increases in 5% increments after their 8th, 13th and 18th years of service as an administrator with the district and/or county office..
The current administrative salary schedule has presented numerous challenges in recent years, including the following:

- Across the board, ACUSD administrative salary levels are much lower than that of nearby and comparable school districts.
- It is challenging to recruit qualified administrative applicants due to this.
- It is challenging to retain qualified administrators evidenced by the many who have left the District for better paying positions.
- Salaries for some of the positions are far less than the comparable salaries of other positions.

The recommended restructured administrative salary schedule brings the salaries closer to that of similar districts in the state. The following similar school districts, related to enrollment and location, were researched and the average of their comparable salaries is indicated in the table below:


### Salary Comparison

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<tr>
<th>Administrative Position</th>
<th>Current ACUSD Step 5 Salary</th>
<th>Proposed ACUSD Step 5 Salary</th>
<th>Comparable Districts Average Step 5 Salary</th>
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<tbody>
<tr>
<td>CERTIFICATED</td>
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<tr>
<td>Assistant Superintendent</td>
<td>$115,216</td>
<td>$131,346</td>
<td>$142,293</td>
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<td>$120,046</td>
<td>$136,541</td>
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<td>Educational Options Principal</td>
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<td>$114,044</td>
<td>$120,753</td>
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<tr>
<td>Junior High Principal</td>
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<td>$109,116</td>
<td>$123,255</td>
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<td>Elementary Principal</td>
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<td>Junior High Instructional Administrator</td>
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<td>Assistant Superintendent/CBO</td>
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<td>$136,647</td>
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<tr>
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<td>$101,862</td>
<td>$110,248</td>
</tr>
<tr>
<td>Director, Food Services</td>
<td>$94,317</td>
<td>$99,976</td>
<td>$100,120</td>
</tr>
<tr>
<td>Director, Maintenance</td>
<td>$94,317</td>
<td>$99,976</td>
<td>$104,317</td>
</tr>
</tbody>
</table>

Note: Not all positions are indicated as it was difficult to find valid comparable salary information for some positions due to the wide variation of types and levels of those positions.
DATE: June 9, 2021

AGENDA ITEM #: 13.10

SUBJECT:
Job Descriptions (5): Mental Health Therapist, Virtual Academy Teacher - General Education, Virtual Academy Teacher - Mild-Moderate Special Education Virtual Academy Teacher, Teacher on Special Assignment: Math Instructional Coach, Teacher on Special Assignment: Science Instructional Coach – Discussion/Action

BACKGROUND INFORMATION:
All recommended job descriptions are included in the Board approved Expanded Learning Opportunities Grant and/or LCAP.

FISCAL IMPLICATIONS:
Positions will be funded as indicated in the Extended Learning Opportunities Grant and/or LCAP.

RECOMMENDATION:
Superintendent Slavensky recommends approval by the Board of Trustees.

PRESENTED BY:
David Vicari, Assistant Superintendent of Human Resources & Labor Relations
MENTAL HEALTH THERAPIST

DEFINITION: The Mental Health Therapist provides a variety of mental health services for qualifying students (including therapy, consultation, student status, and treatment); communicates information to staff and families; and provides information and/or direction as may be requested. The mental health therapist reports to the Assistant Superintendent of Educational Services, or designee.

EXAMPLES OF DUTIES:

● Administers assessments (e.g. psycho social, emotional, etc.) for the purpose of evaluating the social and emotional development of students and/or determining eligibility for services.

● Attends meetings as assigned (e.g. Individual Education Plan (IEP) as a member of the team, progress evaluations, case consultations concerning student status and treatment, staff meetings, on-site trainings, in-service meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.

● Collaborates with internal school personnel and public/private agencies (e.g. medical staff, psychiatrist, outside counseling; conducts workshops/trainings on a variety of topics related to mental health and social-emotional well-being, etc.) for the purpose of providing information and/or services to strengthen families and/or students/clients.

● Completes specific program procedures in all work assignments and adheres to ethical obligations, including client confidentiality for the purpose of providing effective mental health services.

● Coordinates with service providers such as case managers, teachers, clinical mental health services staff for the purpose of coordinating mental health plans to ensure quality treatment, delivery of services, and review/update progress.

● Develops treatment and goals for treatment plans for the purpose of providing interventions and/or delivering services in compliance with established guidelines.

● Implements classroom interventions (e.g. group/classroom calming activities, teach anger management skills and other topics, provides support to schools during school crisis, etc.) for the purpose of supporting the classroom team and/or providing therapeutic interventions as needed.

● Maintains a variety of manual and electronic files and/or records (e.g. case histories and services plans in compliance with LEA Medi-Cal requirements, medical billing records, etc.) for the purpose of ensuring documentation for reference in accordance with administrative, clinical, and state legal requirements.

● Monitors direct services in the school (e.g. individual and group treatment, case management, and consultation, etc.) for the purpose of delivering effective mental health services to qualifying students.

● Prepares a variety of written materials (e.g. therapy notes, reports, letters, plans, psycho
social notes assessments, communication notes, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

- Provides therapeutic interventions for the purpose of addressing immediate safety concerns and/or providing support and services to improve student outcomes.
- Responds to crises within the school environment for the purpose of providing appropriate interventions.

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

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: current methods and modalities in student treatment; child and adolescent treatment competency skills; community resources; medical terminology; continuum of care; and utilization management.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; setting priorities; working as part of a team; observing and interpreting human behavior; working autonomously and in cooperation with others; and working with detailed information/data.

TRAINING AND EXPERIENCE
Job related experience within a specialized field is preferred.
Bachelor’s degree required.
Master’s degree preferred in job-related area.

CERTIFICATES AND LICENSES
Any of the following (or combination of):
LCSW, MFT, or Clinical Psychologist License
Pupil Personnel Services Credential
School Counseling, School Psychologist or Social Work Credential
Valid Driver’s License & Evidence of Insurability
PHYSICAL DEMANDS AND WORKING CONDITIONS

Light Work:
Lifting, pushing and/or pulling objects normally does not exceed 50 pounds and is an infrequent aspect of the job.

Mobility:
Positions in this class require the mobility to stand, stoop, reach and bend.

Vision:
Positions in this class require vision (which may be corrected) to read small print.

SALARY LEVEL
Column III (AB+30) of the Certificated Salary Schedule
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
VIRTUAL ACADEMY TEACHER

JOB GOAL:
The virtual academy school teacher is responsible for implementing the district curriculum in a virtual setting using culturally responsive instructional strategies, monitoring student progress, analyzing student data and collaboratively planning for providing student intervention in an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth that results in students achieving academic success in accordance with the Amador County Unified School District and state policies and laws.

REQUIRED QUALIFICATIONS:
1. Valid California multiple subjects or single subject teaching credential, appropriate to the assignment.
2. Experience with and effective use of technology, learning management systems (i.e., Google Classroom), video conferencing tools (i.e., Zoom, Google Meets), recording and effectively using video lessons, and remote instruction with effective feedback loops to ensure student learning and parent/family communication.
3. Other qualifications as the District may deem appropriate and acceptable.

DESIRED QUALIFICATIONS:
1. Experience in a similar position.
2. Professional development in the areas of:
   a. Ability to deliver research-based, exemplary instructional and assessment practices in a virtual format
   b. Effective communication skills
   c. Ability to monitor data for learning and of student progress and performance
   d. Student and parent conferencing skills
   e. Experience using learning focused strategies

REPORTS TO:
Site Administrator/Principal

ESSENTIAL JOB RESPONSIBILITIES:
1. Plan and deliver curriculum using culturally responsive instructional strategies and virtual tools to provide instruction.
2. Differentiate instruction to meet individual students’ needs.
3. Use formative, interim, and summative assessment to inform instruction and monitor student progress.
4. Communicate student progress with students, families, district staff members, and site administration.
5. Collaboratively plan with families, building/district staff, and administration for student improvement.
6. Engage with school teams and other work groups as identified by the school administration.
7. Be aware of and/or participate on district teams for curriculum development, data analysis, staff development, planning, selection of materials, and other committees.
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
VIRTUAL ACADEMY TEACHER

8. Plan for and participate in professional growth through staff development, course work, and/or other opportunities.
9. Proctor standardized testing.

KNOWLEDGE, SKILLS, AND ABILITIES:
1. Broad and current knowledge of elementary curriculum, instruction, and assessment practices.
2. Knowledge of best practices and research-based instruction both for online learning and in-person instruction.
3. Ability to use effective strategies in differentiating instruction.
4. Evidence of competencies in classroom behavior management (in-person and virtually).
5. Ability to rationally and objectively solve problems.
6. Excellent interpersonal skills, in order to communicate effectively with all stakeholders.
7. Ability to demonstrate empathy, integrity, and honesty.
8. Ability to organize, prioritize, manage and carry out duties efficiently and within established timeframes.

TERMS OF EMPLOYMENT:
183 days per year (per ACTA/ACUSD Contract)

EVALUATION:
Performance of this job will be evaluated in accordance with the provisions of the Board Policy on evaluation of certificated personnel and with the ACTA/ACUSD Contract.
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
MILD-MODERATE SPECIAL EDUCATION VIRTUAL ACADEMY TEACHER

JOB GOAL:
The mild-moderate special education virtual academy teacher is responsible for the teaching, learning, assessment and case management of students with mild-moderate disabilities who have opted for the virtual learning format. The mild-moderate special education virtual academy teacher implements the district curriculum in a virtual setting to meet the student’s IEP goals and uses culturally responsive instructional strategies, monitors student progress, analyzes student data and collaboratively plans for providing accommodations and interventions in an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth resulting in academic success in accordance with District and state policies and laws.

REQUIRED QUALIFICATIONS:
1. Valid California Educational Specialist credential with authorization to teach students with mild-moderate disabilities.
2. Experience with and effective use of technology, learning management systems (i.e., Google Classroom), video conferencing tools (i.e., Zoom, Google Meets), recording and effectively using video lessons, and remote instruction with effective feedback loops to ensure student learning and parent/family communication.
3. Other qualifications as the District may deem appropriate and acceptable.

DESIRED QUALIFICATIONS:
1. Experience in a similar position.
2. Professional development in the areas of:
   a. Ability to deliver research-based, exemplary instructional and assessment practices in a virtual format
   b. Effective communication skills
   c. Ability to monitor data for learning and of student progress and performance
   d. Student and parent conferencing skills
   e. Experience using learning focused strategies

REPORTS TO:
Site Administrator/Principal

ESSENTIAL JOB RESPONSIBILITIES:
1. Plan and provide instruction and case management of students with mild-moderate disabilities who have opted for the virtual learning format, in alignment with students IEP goals.
2. Plan and conduct assessments in-person to meet IEP goals and requirements in a legally defensible manner.
3. Plan and deliver curriculum using culturally responsive instructional strategies and virtual tools to provide instruction.
4. Differentiate instruction and provide accommodations to meet individual students’ needs.
5. Use formative, interim, and summative assessment to inform instruction and monitor student progress.
6. Communicate student progress with students, families, district staff members, and site administration.
7. Collaboratively plan with families, building/district staff, and administration for student improvement.
8. Engage with school teams and other work groups as identified by the school administration.
9. Be aware of and/or participate on district teams for curriculum development, data analysis, staff development, planning, selection of materials, and other committees.
10. Plan for and participate in professional growth through staff development, course work, and/or other opportunities.
11. Proctor IEP related and standardized testing.

KNOWLEDGE, SKILLS, AND ABILITIES:
1. Broad and current knowledge of special education, elementary/secondary curriculum, instruction, and assessment practices.
2. Knowledge of best practices and research-based instruction both for online learning and in-person instruction.
3. Ability to use effective strategies in differentiating instruction.
4. Evidence of competencies in classroom behavior management (in-person and virtually).
5. Ability to rationally and objectively solve problems.
6. Excellent interpersonal skills, in order to communicate effectively with all stakeholders.
7. Ability to demonstrate empathy, integrity, and honesty.
8. Ability to organize, prioritize, manage and carry out duties efficiently and within established timeframes.

TERMS OF EMPLOYMENT:
183 days per year (per ACTA/ACUSD Contract)

EVALUATION:
Performance of this job will be evaluated in accordance with the provisions of the Board Policy on evaluation of certificated personnel and with the ACTA/ACUSD Contract.
Amador County Unified School District

TEACHER ON SPECIAL ASSIGNMENT: MATH INSTRUCTIONAL COACH

REPORTS TO: Assistant Superintendent, Educational Services

DEFINITION: The Math Instructional Coach (MIC) will provide instructional support and coaching to District teachers and staff as they work to ensure that each student is able to reach their academic potential. The MIC’s primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As a coach to math teachers and principals, the MIC is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each math teacher's content area; b) supporting math teachers in aligning curriculum and instruction with the new California Mathematics Framework; c) analyzing data to modify curriculum and assessment to meet students' needs; and d) working with school staff to support sharing of best practices and professional development. The MIC will work collaboratively to advise administrators and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development. This is not a supervisory position and does not include evaluation of colleagues.

DUTIES AND RESPONSIBILITIES:

- Support the development of high quality, effective math instruction in all schools and classrooms.
- Observe and coach developing math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Provide support through demonstration lessons, co-teaching, and planning which include California Math Content Standards, objectives (learning objectives, language objectives, and social objectives), differentiated supports (including strategies for targeted population), assessments (evidence of student learning), and observational tools.
- Collaborate with math teams to refine and develop common standards-based pacing plans, mid-year and end-of-year common assessments for each grade level.
- Collaborate with various teams (administrators, teachers, math cohort, Instructional Leadership Team) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments.
- Help teacher teams develop school-wide and classroom intervention plans.
- Work closely with the math team from Sacramento County Office of Education, and district and school administrators to develop policies and school structures that facilitate the improvement of math instruction and the appropriate interventions and supports for students.
- Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.
- Participate fully in professional development, stay current with professional research and literacy publications, and attend job-related workshops and conferences.
- Review supplemental instructional materials and make recommendations.
- Attend conferences and meetings (afternoons and occasional weekends).
- Other related duties as assigned.
KNOWLEDGE AND CRITICAL SKILLS:
● Demonstrate knowledge of the California Mathematics Framework and Common Core State Standards.
● Demonstrate in-depth knowledge of Mathematical practices and strategies, assessment, and instruction at the level for the applied coaching position.
● Demonstrate outstanding communication, presentation, and facilitation skills.
● Willingness to be flexible in scheduling and duties.
● Demonstrate proficient use of web-based resources.
● Demonstrate strong organizational skills.
● Excellent verbal and written skills.
● Ability to present engaging and relevant workshops on the California Mathematics Framework and Common Core State Standards.

SELECTION PROCESS AND TERM:
● The MIC TOSA selection process will be in accordance with ACTA/ACUSD Contract Article 11.
● The MIC TOSA will serve a one (1) year term with the guarantee of returning to their original site.
● At the end of each school year the District or the employee may choose to terminate the special assignment.
● A TOSA may return to their original site with in one (1) year of service.
● After serving two (2) or more years, a member may be placed on the voluntary transfer list in the spring.

ESSENTIAL ABILITIES:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORKING CONDITIONS:
● The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
● While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl.
● The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

MINIMUM QUALIFICATIONS:
● Bachelor’s degree and valid California teaching credential authorizing service in grade levels and areas assigned.
● Master’s degree desired.
● Successful teaching experience, at least five years.
● Experience planning and presenting professional development to teachers and other educational groups.
● A deep understanding of content specific and general pedagogy, the California Standards for
Mathematics, the Common Core State Standards, and current trends and best practices in curriculum design and instruction.

- Significant experience with math curriculum and daily lesson planning.
- Experience in analyzing data and using results to modify curricula.
- Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence.
- Model positive and healthy character traits and habits, such as being organized, consistent and understanding.

PAY RANGE:
Certificated Salary 193 Day Schedule
Amador County Unified School District
TEACHER ON SPECIAL ASSIGNMENT: SCIENCE INSTRUCTIONAL COACH

REPORTS TO: Assistant Superintendent, Educational Services

DEFINITION: The Science Instructional Coach will provide instructional support and coaching to District teachers and staff as they work to ensure that each student is able to reach their academic potential with equity and access to high-quality science instruction aligned with the Next Generation Science Standards (NGSS). The Science Instructional Coach will work with TK-12 teachers to provide standards-based lessons, pedagogically proven instruction, and standards-aligned assessments. The Science Instructional Coach will build capacity, develop science content and pedagogy, and support learning communities to implement standards-based lessons. The Science Instructional Coach will work directly with teachers by providing classroom-based demonstration lessons, collaboration, and one-on-one interactions to facilitate teacher inquiry and related job-embedded professional development. At the district level, the Science Instructional Coach will lead professional development, and grade level articulation sessions aimed at providing high quality instruction. This is not a supervisory position and does not include evaluation of colleagues.

DUTIES AND RESPONSIBILITIES:

● Support accelerated learning for students by promoting daily, standards-based science literacy through modeling or co-facilitating high quality instruction.
● Build teacher capacity in science content knowledge and student pedagogy through professional development, student work analyses, and book studies.
● Work as part of a team with other members of the NGSS leadership team to support Science initiatives including cohesive implementation of: the California State Content Standards, 3-dimensional NGSS, and Integrated English Language Development.
● Collaborate with various teams (district staff, site administrators, teachers, the Instructional Leadership Team) to organize and promote Science activities that foster a student-centered learning environment and college and career readiness.
● Provide support through demonstration lessons, co-teaching, and planning which include the California Common Core Science Content Standards, objectives (learning objectives, language objectives, and social objectives), differentiated supports (including strategies for targeted student populations), assessments (evidence of student learning), and observational tools.
● Collaborate with teachers to refine and develop common standards-based pacing plans, mid-year and end-of-year common assessments for each grade level.
● Collaborate with content experts within and outside the District to design and develop materials (in-person sessions, web-based, and blended instructional formats) to ensure successful implementation and ongoing support of Science.
● Plan, reflect upon, and revise professional development and support provided to the schools.
● Lead professional development sessions.
● Stay current with professional research and literacy publications.
● Provide professional development to support school and district administrators as they set up structures for teachers to implement district Science programs aimed at improving student outcomes in Science.
● Review supplemental instructional materials and make recommendations.
● Attend job-related workshops, conferences, and meetings including some afternoons and weekends.
● Other related duties as assigned.

KNOWLEDGE AND CRITICAL SKILLS:
● Demonstrate knowledge of the Next Generation Science Standards and Common Core State Standards.
● Demonstrate in-depth knowledge of inquiry based learning, use of Science lab materials (concrete and virtual), assessment, and instruction at the level for the applied coaching position.
● Demonstrate outstanding communication, presentation, and facilitation skills.
● Willingness to be flexible in scheduling and duties.
● Demonstrate proficient use of web based resources.
● Demonstrate strong organizational skills.
● Possess excellent verbal and written skills with the ability to create and present engaging and relevant workshops on STEM education.
● Possess strong background knowledge of the Next Generation Science Standards and the National Research Council Framework.

SELECTION PROCESS AND TERM:
● The TOSA selection process will be in accordance with the ACTA/ACUSD Contract, Article 11.
● The Science Instructional Coach/TOSA will serve a one (1) year term with the guarantee of returning to their original site.
● At the end of each school year, the District or the employee may choose to terminate the special assignment.
● A TOSA may return to their original site with-in one (1) year of service.
● After serving two (2) or more years, a member may be placed on the voluntary transfer list in the spring.

ESSENTIAL ABILITIES:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORKING CONDITIONS:
● The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
● While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl.
● The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
MINIMUM QUALIFICATIONS:

- Bachelor’s degree required with valid California Multiple Subject teaching credential OR a California Single-Subject Science teaching credential (Geoscience, Biology, Chemistry, or Physics).
- Master’s degree desired.
- Successful teaching experience, at least five years, is required.
- Experience planning and presenting to larger groups.
- Evidence of experience leading colleagues in using fundamental principles of Science teaching and learning, such as, but not limited to Next Generation Science Standards, inquiry based learning or Common Core State Standards, formative and summative assessment practices.
- Science curriculum development and implementation, and effective management practices desired.
- Success in working with adults, including modeling effective classroom practices with students in front of groups of teachers and leading teachers in professional development sessions that support reflection and goal-setting.
- Expertise in modeling, observing, and providing feedback about instruction for classroom teachers.
- Experience and training in best practice instruction for English language learners, gifted/talented students, and students who are performing below grade level.

PAY RANGE:
Certificated Salary 193 Day Schedule
JUNE 9, 2021

AGENDA ITEM #: 13.11

SUBJECT:
Classified Retirement Incentive – Discussion/Action

BACKGROUND INFORMATION:
An early retirement incentive is a way for the district to honor its veteran employees along with saving the district money on employee compensation moving forward. The district last offered a retirement incentive at the end of the 2019-20 fiscal year. Prior offers have been for a total of three years while this offer is a one-time cash contribution equivalent to 3% of the employee’s annual salary paid on or before June 30, 2021. The district expense for this incentive will be accounted for in the 2020-21 fiscal year while the potential savings will be rendered in the 2021-22 fiscal year.

FISCAL IMPLICATION:
The approximate cost of 5 retirees is $1,617 for 2020-21.
Total potential 2021-22 savings is $22,290.

RECOMMENDATION:
The Superintendent recommends that the Board approve the Early Retirement Incentive.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services
Amador County Unified School District

2020-21 Early Retirement Incentive

Eligibility Criteria for Classified Employees
- Age 55+ by June 30, 2020
- 15+ years of service with ACUSD/ACOE
- PERS eligible
- Minimum number of retirees (CSEA 239, CSEA 827, Confidential & Management): 5

Potential Savings
Average total compensation of eligible CSEA members: $ 53,909 per year
Average total compensation of potential new hires: $ 49,451 per year
Total potential savings: $ 22,290 for 2021-22

Incentive
- One-time cash contribution equivalent to 3% of the employee’s annual salary paid on or before June 30, 2020
- No PERS Golden Handshake will be offered
- Available to both District and County Office classified employees

Notification
- The Business Office will email all eligible employees the necessary information regarding this incentive by June 11, 2021.

Deadline
- Any eligible classified employee must file their retirement paperwork (June, 2020 retirement date) with the Human Resources Department by close of business, June 21, 2021.

Considerations
- If the total number of retirees is not met, those who have filed retirement paperwork may rescind their retirement.
- Eligible employees who have already filed their retirement paperwork will be eligible for this incentive and will count toward the 5 retirees minimum requirement.

Fiscal Implications
- The approximate cost of 5 retirees is $1,617 for 2020-21 with a potential savings of $22,290 for 2021-22.
BACKGROUND INFORMATION:
An early retirement incentive is a way for the district to honor its veteran employees along with saving the district money on employee compensation moving forward. The district last offered a retirement incentive at the end of the 2019-20 fiscal year. Prior offers have been for a total of three years while this offer is a one-time cash contribution equivalent to 3% of the employee’s annual salary paid on or before June 30, 2021. The district expense for this incentive will be accounted for in the 2020-21 fiscal year while the potential savings will be rendered in the 2021-22 fiscal year.

FISCAL IMPLICATION:
The approximate cost for 5 retirees is $16,134.
Total potential 2021-22 savings is $164,000.

RECOMMENDATION:
The Superintendent recommends that the Board approve the Early Retirement Incentive.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services
Amador County Unified School District

2020-21 Early Retirement Incentive

Eligibility Criteria for Certificated Employees
- Age 55+ by June 30, 2020
- 15+ years of service with ACUSD/ACOE
- STRS eligible
- Minimum number of retirees (ACTA, SEAC & Management): 5

Potential Savings
Average total compensation of eligible ACTA and SEAC members: $107,564 per year
Average total compensation of potential new hires: $82,047 per year
Total potential savings: $164,200 for 2021-22

Incentive
- One-time cash contribution equivalent to 3% of the employee’s annual salary paid on or before June 30, 2020
- No STRS Golden Handshake will be offered
- Available to both District and County Office certificated employees

Notification
- The Business Office will email all eligible employees the necessary information regarding this incentive by June 11, 2021.

Deadline
- Any eligible certificated employee must file their retirement paperwork (June, 2021 retirement date) with the Human Resources Department by close of business, June 21, 2021.

Considerations
- If the total number of retirees is not met, those who have filed retirement paperwork may rescind their retirement.
- Eligible employees who have already filed their retirement paperwork will be eligible for this incentive and will count toward the 5 retirees minimum requirement.

Fiscal Implications
- The approximate cost of 5 retirees is $16,134 for 2020-21 with a potential savings of $164,200 for 2021-22.
AGENDA ITEM #: __13.13__

SUBJECT: Board Bylaw 9250: Remuneration, Reimbursement and Other Benefits – Discussion/Action

BACKGROUND INFORMATION:
On November 18, 2020, the Board of Trustees approved a new composition of the Amador County SELPA Governing Board to include the members of the ACOE/ACUSD Board of Trustees, the District Superintendent and the County Office of Education Superintendent. While discussing this agenda item, the Board had related discussion to increase the remuneration of the Board due to the additional responsibility of serving on the SELPA Board. The Board approved a subcommittee to study this issue and bring back a recommendation to the full Board. Board Members Thompson and Marzano agreed to serve on this subcommittee with support from Superintendent Slavensky.

The Board subcommittee met on November 30, 2020 and February 4, 2021. Legal counsel was sought on various related questions. Education Code section 35120(a)(5) provides a maximum monthly contribution for board members of school districts with an ADA of 10,000 or less (but greater than 1,000) of $240. However, Section 35120(e) allows this compensation to be increased annually above the statutory limits, provided the increase does not exceed 5% of the present monthly compensation. Section 35120(e) provides:

> On an annual basis, the governing board may increase the compensation of individual board members **beyond the limits delineated in this section**, in an amount not to exceed 5 percent based on the present monthly rate of compensation. An increase made pursuant to this subdivision shall be effective upon approval by the governing board. (Emphasis added.)

Based on the history in Amador County Public Schools wherein a remuneration increase has not been made, the subcommittee recommends the following:

- Increase the ACUSD Board of Trustees monthly remuneration from $240 to $252.
- Increase the ACOE Board of Trustees monthly remuneration from $160 to $168.
- Advise the Amador County SELPA Board to consider the addition of remuneration in its bylaws in the amount of $124 per meeting.

The Board discussed this item at the February 24, 2021 meeting and voted to table it until a later date.

FISCAL IMPLICATIONS:
Total annual cost not to exceed $29,000, funded by the general fund.

RECOMMENDATION:
The Superintendent recommends that the Board approve the subcommittee’s recommendation.

PRESENTED BY:
Kandi Thompson, Board President
Compensation

Each member of the Board of Trustees may receive the maximum monthly compensation as provided for in Education Code 35120.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. (Education Code 35120)

Board members are not required to accept payment for meetings attended.

Any member who does not attend all Board meetings during the month is eligible to receive only a percentage of the monthly compensation equal to the percentage of meetings he/she attended, unless otherwise authorized by the Board in accordance with law. (Education Code 35120) Board members do not receive compensation for agenda setting meetings or committee meetings.

A member may be compensated for up to two missed meetings per year for designated services for the district at the time of the meeting that he/she was absent or because of illness, jury duty, vacation, family business, or a hardship deemed acceptable by the Board. (Education Code 35120) Beyond two missed meetings, members may be compensated through a resolution of the Board.

Student Board members shall receive no compensation for meetings attended. (Education Code 35012)

(cf. 9150 - Student Board Members)

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting. (Government Code 54952.3)

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the district. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for district personnel and at the same rate of reimbursement.

(cf. 1160 - Political Processes)

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

(cf. 3513.1 - Cellular Phone Reimbursement)

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board. (Education Code 35044)

(cf. 9240 - Board Development)

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members’ skills and knowledge; participation in regional, state, or national organizations whose activities affect the district’s interests; attendance at district or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on district-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on district business.

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent or
designee before the expense is incurred.

Health and Welfare Benefits for Current Board Members

Board members may participate in the health and welfare benefits program provided for district employees.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

Health and welfare benefits for Board members shall be no greater than that received by the district’s nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

The district shall pay the premiums required for Board members electing to participate in the district health and welfare benefits program to the same extent that it pays for district employees.

Health and welfare benefits provided to Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as specified in law and the health plan.

Health and Welfare Benefits for Former Board Members

Former Board members may participate in the health and welfare benefits program provided for district employees under the conditions specified below.

Health and welfare benefits for former Board members shall be no greater than those received by district nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

Any former Board member leaving the Board after at least one term of office may participate in the health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement. (Government Code 53201)

Health and welfare benefits provided to a former Board member shall be extended, at his/her expense and at the same level, to his/her spouse/registered domestic partner and eligible dependent children as specified in law and the health plan.