AGENDA
AMADOR COUNTY OFFICE OF EDUCATION
BOARD OF TRUSTEES
Wednesday, February 26, 2020

IMMEDIATELY FOLLOWING ACUSD MEETING

Meeting Location: Amador County Administration Building, 810 Court St, Jackson, CA

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the Superintendent’s Office at 209-257-5330 at least 24 hours before the scheduled Board meeting. {Government Code §54954.2} [Americans with Disabilities Act of 1900, §202.]

NOTE: A copy of the Board agenda and backup materials is available for inspection and review at Amador County Office of Education, 217 Rex Ave., Jackson, CA during regular business hours. In addition, this agenda has been posted on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made

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

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

2.0 BOARD MEMBERS
[ ] Susan Ross – Board President
[ ] Kandi Thompson – Board Clerk
[ ] Deborah Pulskamp
[ ] James Marzano
[ ] Janet White
[ ] Hailey Dacier – Student Board Member
[ ] Sophia Davis – Student Board Member
[ ] Kailey Pace – Student Board Member
[ ] Rebecca Morla – Student Board Member

3.0 Roll taken by the Secretary to the Governing Board

4.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

5.0 PUBLIC COMMENTS
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 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}
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.

6.0 **CONSENT AGENDA**
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 at [www.amadorcoe.org](http://www.amadorcoe.org).

6.1 **Minutes**
6.1a Board Meeting – February 12, 2020

6.2 **Business** (Mr. Critchfield)
6.2a Warrants issued between February 7, 2020 – February 18, 2020 $198,745.75

7.0 **DISCUSSION/ACTION ITEMS**
Public comments regarding Discussion/Action Items will be addressed during the Discussion/Action agenda items. 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 each agenda item. 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.

7.1 **General Liability Coverage for Volunteer –Discussion/Action** (Mr. Critchfield)
For the purpose of extending coverage to official volunteers of the County Office, all individuals who directly volunteer to provide services to the County Office, and whose volunteer services are accepted in accordance with County Office regulations and policy shall be covered by the County Office’s Liability insurance program. The type of approved volunteer service shall be on file in the appropriate County Office or local site office prior to commencing volunteer services.

7.1a Resolution # ACOE 19/20-008

7.2 **California School Board Association (CSBA) Recommended Board Policy Updates – Discussion – Action** (Mr. Snider)
CSBA provides multiple policy update packets each fiscal year. The policies presented for updating at this time are in the area of Educational Services. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

BP 0460 – Local Control and Accountability Plan (BP revised)
Policy updated to delete the section on “Technical Assistance/Intervention,” as that material is now addressed in BP 0520 – Intervention for Underperforming Schools. Paragraph added to generally address actions that may be taken whenever a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the local control and accountability plan (LCAP). Regulation updated to reflect NEW LAW (AB 1240) which adds, as a measure of student achievement, the percentage of students who have successfully completed both college entrance courses and career technical education courses.

BP 4119.22 – Dress and Grooming (BP revised)
Policy updated to reflect NEW LAW (SB 188) which prohibits discrimination against traits historically associated with race, including hair texture and “protective hairstyles” such as braids, locks, and twists.

**BP 0520 – Intervention for Underperforming Schools (BP added)**
New policy contains material formerly in BP 0460 – Local Control and Accountability Plan regarding interventions to support the continuous improvement of student performance within the priorities identified in the district’s LCAP. Paragraph added to reference interventions that will be provided to schools identified by the California Department of Education (CDE) for comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support and improvement (ATSI).

**BP 0520.1 – Comprehensive and Targeted Support and Improvement (BP added)**
New policy addresses the state’s accountability system, developed in response to federal Title 1 requirements, to provide interventions to schools identified by CDE for CSI, TSI, or ATSI. Policy includes criteria for the identification of schools, requirements for a school improvement plan, and actions to be taken if implementation of the school plan is unsuccessful after a specified period of years.

### INFORMATIONAL ONLY
#### Personnel
- 8.1a Personnel Items approved by COE Superintendent February 7, 2020
- 8.1b Personnel Items approved by COE Superintendent February 14, 2020

#### Memorandum of Understanding Regarding Transfer of Classified Employees Related To Transfer of Special Education Programs

### REPORTS
- 9.1 Report from Superintendent (Dr. Russell)
- 9.2 Report and Remarks from Board Members

### NEXT MEETING
ACOE Regular Meeting: Wednesday, March 11, 2020 Amador County Administration Building, 810 Court St., Jackson, CA. ACOE Board Meeting is immediately following ACUSD meeting.

### ADJOURNMENT
- The Amador County Unified School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent’s Office by calling (209) 257-5353. All efforts will be made for reasonable accommodations.
- Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours.

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*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]
Minutes
AMADOR COUNTY OFFICE OF EDUCATION
BOARD OF TRUSTEES
Wednesday, February 12, 2020

IMMEDIATELY FOLLOWING ACUSD MEETING
IMMEDIATELY FOLLOWING SELPA MEETING

Meeting Location:  Amador County Administration Building, 810 Court St, Jackson, CA

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1.0  CALL TO ORDER  10:05PM

2.0  BOARD MEMBERS
[X]  Susan Ross – Board President
[X]  Kandi Thompson – Board Clerk
[X]  Deborah Pulskaimp
[X]  James Marzano
[X]  Janet White
[ ]  Hailey Dacier – Student Board Member
[ ]  Sophia Davis – Student Board Member
[ ]  Kailey Pace – Student Board Member
[ ]  Rebecca Morla – Student Board Member

3.0  Roll taken by the Secretary to the Governing Board

4.0  ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA
Dr. Russell made one correction to agenda. It currently reads “Immediately Following ACUSD Meeting”. It should read “Immediately Following SELPA Meeting”.

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)
5.0 **PUBLIC COMMENTS**

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Tracy Hinman, teacher at Argonaut High School Special Education commented, on Study Team in moving Moderate-Severe students and in response to Dr. Russell’s opening statement in the District meeting four hours ago. She commented on how he said all students are district students and they attend their own school. Also, how the voters of Amador County elected Dr. Russell for his knowledge and expertise and would really hate to see our students not under his administration.

6.0 **CONSENT AGENDA**

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 at www.amadorcoe.org.

Board Clerk Thompson moved to approve the consent agenda, and Board Member Marzano seconded the motion. **The motion passed 5-0.**

6.1 **Minutes**

6.1a Board Meeting – January 22, 2020

6.2 **Business** (Mr. Critchfield)

6.2a Warrants issued between January 17, 2020 – January 30, 2020 $784,053.23

7.0 **DISCUSSION/ACTION ITEMS**

Public comments regarding Discussion/Action Items will be addressed during the Discussion/Action agenda items. 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 each agenda item. 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.

7.1 **California School Board Association (CSBA) Recommended Board Policy Updates**

CSBA provides multiple policy update packets each fiscal year. The policies presented for updating at this time are in the area of Educational Services. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

Mr. Snider reported this is a companion item with the District side. Board Member Marzano asked if this is exact same one. Mr. Snider replied “Yes”, we have to approve on both sides. Board Member Pulskamp moved to approve, and Board Member Marzano seconded the motion. **The motion passed 5-0.**

**BP 6146.1 – Instruction (BP revised)**

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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](#)
Policy updated to reflect changes to high school graduation requirements previously approved by the Board on April 10, 2019.

7.2 **Setting the Salary of the County Superintendent – Discussion/Action** (Dr. Russell)

Per the California Constitution, Article IX, Section 3.1 (b), the County Board of Education fixes the salary of the County Superintendent.

Dr. Russell read agenda item 7.2.

Per the California Constitution, Article IX, Section 3.1 (b), the County Board of Education fixes the salary of the County Superintendent. On January 9, 2019, the Amador County Office of Education Board of Trustees set the salary at $38,500 plus $17,131 in benefits and health insurance.

Since taking office on January 7, 2019, the County Superintendent has worked an average of 25 hours per week administrators the ACOE. These hours have included, but were not limited to, evenings, weekends, and holidays. Additionally, as a cost saving measure, the County Superintendent assumed the duties, without compensation, of the Assistant Superintendent of Special Education, administering special education services for ACOE students as well as managing all administrators and employees working in special education. The annual savings to the ACOE for the superintendent doing this work comes from, not paying funds from the budgeted salary and benefits for this position (up to $146,950) if the work continues for the entire year).

While administering Special Education has historically been the responsibility of the ACOE, we are now in a position to move the mild-moderate program to the ACUSD in an effort to align k-12 services to promote full inclusion of these students into the general education environment. In doing so, the ACOE responsibility for administering special education will be geared toward serving students with moderate to severe disabilities. Students in these programs have classes at Argonaut High School, Ione Jr. High School, Ione Elementary, Jackson Elementary, and Plymouth Elementary. Administration for this program and its employees will remain with the ACOE. After consultation with the Assistant Superintendent for Business Services, Jared Critchfield, it has been determined that significant savings can occur by combining the ACOE Superintendent position with the ACOE Assistant Superintendent of Special Education position.

Combining Superintendent responsibilities with program administration responsibilities is a model that is used by many small districts in California in order to save costs. For example, neighboring Calaveras County has traditionally combined a district’s superintendent position with a principal position. Mark Campbell is currently the superintendent for Calaveras Unified School District and the Principal for Railroad Flat. This practice also occurs in single-single districts. The Alpine County Superintendent, Matt Strabo, serves as the County Superintendent, the District Superintendent and the Principal of Bear Valley School thus saving the county and the district the cost of hiring an administrator.

Given the financial constraints of the Amador County Office of Education, any measure that can be used to save a significant amount of funds should be seriously considered. Following the model used by school districts and county office of education that combine the superintendent’s position with an administrative position will contribute to bettering the ACOE’s fiscal health. To that end, it is recommended that the Board of Trustees combine the responsibilities of the ACOE Superintendent with a position of the Assistant Superintendent for Special Education’s responsibilities and salary.

Budget analysis provided by Mr. Critchfield indicates the ACOE will save $71,851 by combining these positions. Current budgeted compensation of the superintendent is $38,500 for salary and $17,131 for...
The compensation package of the budgeted Assistant Superintendent for Special Education position is $115,216 salary, $31,734 insurance and retirement for a total of $146,950. The total budgeted cost for these two positions is $202,581. Having the superintendent assume only the ACOE position of the responsibilities from the Assistant Superintendent position reduces the total amount of compensation by $71,581. This is achieved by placing the Superintendent on the existing pay scale for certificates Program Directors with the salary of $101,034 plus $29,696 for insurance and retirement. The remainder of the responsibilities will be transferred to the ACUSD SELPA Director/Director of ACUSD Special Education.

Board President Ross commented that this is a little bit confusing to her. She asked Dr. Russell if he would be relinquishing his teacher position and take a partial administrative position. Dr. Russell said that he would relinquish his teaching position if the Superintendent position included administrative responsibilities. Board President Ross asked Dr. Russell how he came up with the numbers. Dr. Russell replied that he collaborated with Jared Critchfield, Assistant Superintendent of Business Services to determine costs and cost savings. Together they looked at the budget to see if combining these positions would help in the recovery of funds for the county. He does not want to burden the county and hire a full time administrator for the county office if at all possible. Dr. Russell also commented he currently spends 25 out of 40 hours a week doing administrative duties as the County Superintendent.

Board President Ross asked if Board had any questions.

Board Clerk Thompson commented that she does not understand how the decrease saves money because a major portion was just transferred over to the district and will be handled by ACUSD Special Education Director, Mrs. Brown Dr. Russell replied that Kathryn handles mild-moderate program issues for the district but he administers all of the employees. He also stated that the District hired Mrs. Brown to run mild-moderate for district programs.

Dr. Russell asked Mrs. Brown about what programs she currently runs. She replied that she currently works with Dr. Russell to support all special education programs.

Board Clerk Thompson asked if what Kathryn is doing now equivalent of what Mitzi did? Dr. Russell replied that it is not in that Kathryn works for the District on District programs.

ACUSD Special Education Director, Mrs. Brown commented, she works in supporting district students and management of those programs and helps support Dr. Russell in representing SELPA and the SELPA management.

Board President Ross commented, that she has an idea about this and that is a little messy to her and that she is having a hard time figuring it all out because this is a ACUSD job description. She recommends in forming a sub-committee to look in to this and come back with a proposal. She stated that does have merit. She commented that since Board Clerk Thompson and Board Member White was on previous committee, she asked if Board Member Marzano or Board Member Pulskamp if either of them would like to be on the committee. Board Member Pulskamp indicated that she is interested on being on the committee. Board President Ross moved that Board Member Pulsakp and Board President Ross will be on sub-committee working with Mr. Critchfield to look into combining County Superintendent responsibilities with an administrative position. Board President Ross moved to approve the sub-committee, and Board Clerk Thompson seconded the motion. The motion passed 5-0.

Board Clerk Thompson made a comment that she agrees this is a good idea and that she has a lot of questions on what was presented tonight. She thought the sub-committee was a good idea.

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\[\text{Government Code §54954.2}\]
7.2a Budget Analysis
7.2b Administrative Salary Schedule
7.2c Director, Special Education – Job Description

8.0 INFORMATIONAL ONLY
8.1 Personnel
8.1a Personnel Items approved by COE Superintendent January 24, 2020
8.1b Personnel Items approved by COE Superintendent January 30, 2020

9.0 REPORTS
9.1 Report from Superintendent (Dr. Russell)
   There were none.
9.2 Report from ACUSD Special Education Director (Kathryn Brown)
   There were none.
9.3 Reports and Remarks from Board Members
   There were none.

10.0 NEXT MEETING
ACOE Regular Meeting: Wednesday, February 26, 2020 Amador County Administration Building,
810 Court St., Jackson, CA. ACOE Board Meeting is immediately following ACUSD meeting.

11.0 ADJOURNMENT
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| Total       |                                           |        | 198,745.75 |

If there are any questions regarding any of the payments, please contact Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333.
AGENDA ITEM #: 7.1

SUBJECT: General Liability Coverage for Volunteers – Discussion/Action

BACKGROUND INFORMATION:
For the purposes of extending coverage to official volunteers of the County Office, all individuals who directly volunteer to provide services to the County Office, and whose volunteer services are accepted in accordance with County Office regulations and policy shall be covered by the County Office’s Liability insurance program. The type of approved volunteer service shall be on file in the appropriate County Office or local site office prior to commencing volunteer services.

FISCAL IMPLICATIONS:
Liability cost would be covered through Tuolumne Joint Powers Authority (JPA)

RECOMMENDATION:
Superintendent Slavensky recommends approving this Resolution.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent of Business Services
WHEREAS, Amador County Office of Education recognizes the need for and the benefit derived from individuals and groups providing volunteer services to the County Office; and

WHEREAS, Amador County Office of Education desires to provide General Liability coverage for individuals in their capacity as volunteers to the County Office while they are performing services for the County Office in accordance with County Office regulations and policy;

THEREFORE, BE IT RESOLVED THAT:
For the purposes of extending this coverage to official volunteers of the County Office, all individuals who directly volunteer to provide services to the County Office, and whose volunteer services are accepted in accordance with County Office regulations and policy shall be covered by the County Office’s Liability insurance program. The type of approved volunteer service shall be on file in the appropriate County Office or local site office prior to commencing volunteer services.

PASSED AND ADOPTED this 26th day of February, 2020, by the Governing Board of the County Office of Amador County, California, by the following vote:

AYES: ________
NOES: ________
ABSTAIN ________
ABSENT: ________

I, Kandi Thompson, Clerk to the Governing Board of the County Office of Amador County, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote above stated, which resolution is on file in the office of said Board.

__________________________________________
Clerk of the Governing Board of the Amador County Office of Education
FEBRUARY 26, 2020

AGENDA ITEM #: 7.2

SUBJECT:
California School Board Association (CSBA) Recommended Board Policy Updates – Discussion/Action

BACKGROUND INFORMATION:
CSBA provides multiple policy update packets each fiscal year. The policies presented for updating at this time are in the area of Educational Services. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

BP 0460 - Local Control and Accountability Plan (BP revised)
Policy updated to delete the section on "Technical Assistance/Intervention," as that material is now addressed in BP 0520 - Intervention for Underperforming Schools. Paragraph added to generally address actions that may be taken whenever a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the local control and accountability plan (LCAP). Regulation updated to reflect NEW LAW (AB 1240) which adds, as a measure of student achievement, the percentage of students who have successfully completed both college entrance courses and career technical education courses.

BP 4119.22 - Dress and Grooming (BP revised)
Policy updated to reflect NEW LAW (SB 188) which prohibits discrimination against traits historically associated with race, including hair texture and "protective hairstyles" such as braids, locks, and twists.

BP 0520 - Intervention for Underperforming Schools (BP added)
New policy contains material formerly in BP 0460 - Local Control and Accountability Plan regarding interventions to support the continuous improvement of student performance within the priorities identified in the district's LCAP. Paragraph added to reference interventions that will be provided to schools identified by the California Department of Education (CDE) for comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support and improvement (ATSI).

BP 0520.1 - Comprehensive and Targeted Support and Improvement (BP added)
New policy addresses the state's accountability system, developed in response to federal Title I requirements, to provide interventions to schools identified by CDE for CSI, TSI, or ATSI. Policy includes criteria for the identification of schools, requirements for a school improvement plan, and actions to be taken if implementation of the school plan is unsuccessful after a specified period of years.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends that the Board approve the Board Policy updates.
Amador County Public Schools

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
The Board of Trustees desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, or as otherwise defined by the Superintendent of Public Instruction (SPI). (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)
LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)
LOCAL CONTROL AND ACCOUNTABILITY PLAN  (continued)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners.  (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Board 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. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)
LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If a county superintendent of schools has jurisdiction over a single school district, the State Superintendent of Public Instruction shall perform the duties specified in this section. (Education Code 52070 (e). The LCAP is submitted directly to the California Department of Education for review and approval.

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - Comprehensive and Targeted Support and Improvement)

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities, and review of effective, evidence-based programs that apply to the district's goals
LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups.

3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074.

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the SPI identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP

2. Revision of the district's budget in accordance with changes in the LCAP

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement.

Legal Reference:

EDUCATION CODE
305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of good repair
33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
41020 Audits
41320-41322 Emergency apportionments
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
47604.33 Submission of reports by charter schools
47606.5 Charter schools, local control and accountability plan
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Numerically significant student subgroups
52059.5 Statewide system of support
52060-52077 Local control and accountability plan

Legal Reference: (continued next page)
LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Legal Reference: (continued)
52302 Regional occupational centers and programs
52372.5 Linked learning program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
64001 School plan for student achievement
99300-99301 Early Assessment Program
WELFARE AND INSTITUTIONS CODE
300 Dependent child of the court
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
15494-15497 Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6311 State plan
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:
CSBA PUBLICATIONS
Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
California School Dashboard
LCFF Frequently Asked Questions
Local Control and Accountability Plan and Annual Update (LCAP) Template
California Career Technical Education Model Curriculum Standards, 2013
California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Common Core State Standards: Mathematics, rev. 2013
California English Language Development Standards, 2012
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org

Policy
adopted: May 9, 2018
revised: February 12, 2020

AMADOR COUNTY UNIFIED SCHOOL DISTRICT
Jackson, California
The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or cause a substantial disruption, which would interfere with the educational process, as determined by school administration, to the educational program as determined by school administration.

(cf. 4119.22 - Dress and Grooming)
(cf. 5145.2 - Freedom of Speech/Expression)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.
When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(Gang-Related Apparel)

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Legal Reference:

EDUCATION CODE
212.1 Nondiscrimination based on race or ethnicity
32281 School safety plans
35183 School dress codes; uniforms
35183.5 Sun-protective clothing
48907 Student exercise of free expression
49066 Grades; effect of physical education class apparel
CODE OF REGULATIONS, TITLE 5
302 Pupils to be neat and clean on entering school
COURT DECISIONS

Policy
adopted: May 9, 2018
revised: February 12, 2020
INTERVENTION FOR UNDERPERFORMING SCHOOLS

The Board of Trustees desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)

At its discretion, the Board may submit a request to the California Department of Education for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness

2. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district

In the event that the California Department of Education requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the Board shall work with the California Department of Education and shall provide the California Department of Education timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

With the approval of the California Department of Education, the district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district’s need for technical assistance. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)
INTERVENTION FOR UNDERPERFORMING SCHOOLS

1. Revision of the district's LCAP

2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by the California Department of Education for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

(cf. 0420 - School Plans/Site Councils)
(cf. 0520.1 - Comprehensive and Targeted Support and Improvement)

Legal Reference:

EDUCATION CODE
- 52052 Numerically significant student subgroups
- 52059.5 Statewide system of support
- 52060-52077 Local control and accountability plan
- 60640-60649 California Assessment of Student Performance and Progress
- 64001 School plan for student achievement

UNITED STATES CODE, TITLE 20
- 6311-6322 Improving basic programs for disadvantaged students, especially:
- 6311 State plans

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
- California School Dashboard
- CSI/TSI/ATSI Frequently Asked Questions
- California ESSA Consolidated State Plan, 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
- Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016

WEB SITES
- California Department of Education: http://www.cde.ca.gov
- California School Dashboard: http://www.caschooldashboard.org

Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: February 12, 2020  Jackson, California
The Governing Board is committed to enabling all district students to meet state academic achievement standards. The district shall provide support and assistance to increase student achievement in all district schools, especially any school that has been identified by the California Department of Education (CDE) as in need of comprehensive support and improvement (CSI), targeted support and improvement (TSI), or additional targeted support and improvement (ATSI).

(cf. 0500 - Accountability)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 6011 - Academic Standards)
(cf. 6171 - Title I Programs)

When any school is identified for CSI, TSI, or ATSI, the Superintendent or designee shall notify the school community, including the principal, teachers, and parent/guardians of students of the school, of the identification and, if applicable, shall inform the school of the student subgroup(s) which are consistently underperforming at the school.

School Plan

Upon receiving notification from CDE that a district school has been identified as eligible for CSI, TSI, or ATSI, the district shall, in partnership with principals, other school leaders, teachers, and parents/guardians, develop and implement a plan to improve student outcomes at the school. The plan shall: (20 USC 6311)

1. Be based on all state indicators in the California School Dashboard, including student performance against state-determined long-term goals, except that any school subject to the state's Dashboard Alternative School Status that has fewer than 100 students may focus on the state indicators that are more applicable to the nature of its program

2. Be based on a school-level needs assessment

3. Include evidence-based interventions

4. If the school is identified for CSI or ATSI, identify resource inequities, which may include a review of district and school-level budgets, to be addressed through implementation of the plan

(cf. 0400 - Comprehensive Plans)
COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT  (continued)

The school plan for student achievement developed pursuant to Education Code 64001 may serve as the school improvement plan required for CSI, TSI, or ATSI, provided that the plan meets the requirements of 20 USC 6311. (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

The school improvement plan shall be submitted to the Board for approval. (20 USC 6311)

If any district school is identified for CSI, the district's local control and accountability plan shall include descriptions of how the district provides support to CSI school(s) in developing the CSI plan and how the district will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

(cf. 0460 - Local Control and Accountability Plan)

Monitoring and Intervention

The Board and the Superintendent or designee shall regularly review the performance of each school identified for CSI, TSI, or ATSI.

After two years of implementing the school plan, if any such school has been unsuccessful in improving student outcomes to a level that exceeds initial eligibility criteria, the district shall identify the problem and take additional action as necessary.

If a school identified for CSI fails to improve student outcomes within four years to a level that exceeds the CSI eligibility criteria, it shall be subject to more rigorous interventions that include, but are not limited to, partnering with an external entity, agency, or individual with demonstrated expertise and capacity to:

1. Conduct a new needs assessment that focuses on systemic factors and conduct a root cause analysis that identifies gaps between current conditions and desired conditions in student performance and progress

2. Use the results of the analysis along with stakeholder feedback to develop a new improvement plan that includes:
   a. A prioritized set of evidence-based interventions and strategies
   b. A program evaluation component with support to conduct ongoing performance and progress monitoring
COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT (continued)

Legal Reference:

EDUCATION CODE
52052 Numerically significant student subgroups
52059.5 Statewide system of support
52060-52077 Local control and accountability plan
64001 School plan for student achievement

UNITED STATES CODE, TITLE 20
6311-6322 Improving basic programs for disadvantaged students, especially:
6311 State plans
6313 Eligibility of schools and school attendance areas; funding allocation

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Dashboard
CSI/TSI/ATSI Frequently Asked Questions
California ESSA Consolidated State Plan, 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016

WEB SITES
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org

Policy
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: February 12, 2020
Jackson, California
CURRENT CONSIDERATIONS

**Administrative - Appointment**
Donna Custodio, ELP Supervisor, effective January 1, 2020

**Certificated - Resignation**
Anne Roeth, Visually Impaired/Orientation & Mobility Teacher, Itinerant, effective June 5, 2020

**Classified - New Employee**
Heather McFarling, Instructional Aide, 6 hours/11 months, Argonaut High, effective February 11, 2020

**Classified - 39 Month Rehire**
Jennifer Knight, Instructional Aide, 5.50 hours/11 months, Jackson Elementary, effective April 17, 2020
Naila Hertzog, Behavior Intervention Aide, 6 hours/11 months, Ione Elementary, effective March 14, 2020

**Classified - Increase Hours**
Cynthia Landergen, Medically Fragile, from 6 hours to 7.75 hours/11 months, rides school bus PM route, Argonaut/Triglio, effective February 7, 2020.

County Superintendent  
[Signature]

Date  
[Signature]  
_February 12, 2020_
Amador County Office of Education
217 Rex Avenue, Jackson, California 95642
(209) 223-1750 Fax: (209) 223-1733

Human Resource Items approved by COE Superintendent
February 14, 2020

CURRENT CONSIDERATIONS

Certificated ~ Induction, Intern & CTE Mentors, $1,000 Stipend
Angela Hayes, for Audrie Ballard, Induction, Plymouth Elementary
Tracy Hinman, for Shina Forsyth, Induction, Independence High School
Kelli Sanders, for Lisa Burleson, Induction, Pine Grove STEM Magnet School
Kelli Sanders, for James Gravell, Induction, Jackson JR High
Rachael Shaw-Escalona, for Marcia Nelson, Induction, Ione Elementary
Sargon Yousef, for Nicholas Bianchi, Induction, Ione JR High
Lisa Turner, for Garrett Gavalis, Intern, Jackson Elementary

County Superintendent 2/14/2020
MEMORANDUM OF UNDERSTANDING
REGARDING TRANSFER OF CLASSIFIED EMPLOYEES RELATED TO
TRANSFER OF SPECIAL EDUCATION PROGRAMS

This Memorandum of Understanding ("MOU") is made and entered into by and between the
Amador County Unified School District ("District"), Amador County Office of Education
("ACOE"), Classified School Employees Association, Unit 239 ("CSEA" Unit 239), and
Classified School Employees Association, Unit 827 ("CSEA" Unit 827) (collectively, the
"Parties") on the terms and conditions that follow.

RECAPITALS

A. CSEA Unit 239 represent the District’s classified bargaining unit employees pursuant
to a collective bargaining agreement with the District.

B. CSEA Unit 827 represents ACOE’s classified bargaining unit employees pursuant to a
collective bargaining agreement with the County Superintendent of Schools.

C. The purpose of this MOU is to establish terms for the timelines and procedures to
protect the interests of CSEA Unit 239 and CSEA Unit 827 members while allowing
the parties and other constituents the time necessary to finalize the terms of transfer of
Special Education programs from ACOE to the District.

D. The Special Education Study Team (i.e., Transfer Committee) was scheduled to start
its work in six (6) full-day sessions on October 9 and October 30, 2019. On both days,
the schools were closed due to PG&E’s Public Safety Power Shutoff events. Due to
this unexpected delay outside of Administration’s control, the Study Team began its
work on November 12, 2019 and continued on November 21, 2019, December 10,

NOW, THEREFORE, the Parties agree as follows:

AGREEMENT

1. Recitals. The Recitals set forth above are true and correct.

2. Waiver of Local Plan Procedures. The Amador County Special Education Local
Plan Area ("SELPA") Local Plan prescribes certain procedures for the receiving local
educational agency ("LEA") when a program is being transferred from one LEA to
another. For program transfers effective July 1, 2020, the Parties agree to waive the
procedures set forth in Section IX.A. of the Program Transfer Policy in the Local Plan.

3. Alternative Procedures. For program transfer effective July 1, 2020, the Parties agree
to the following procedures in lieu of those set forth in Section IX.A of the Local Plan:
(a) all Parties agree to the contents of this MOU; and (b) the SELPA Board of Trustees
waives the procedures of the Local Plan, and in lieu of this, adheres to EC 45120.2
which ensures all classified permanent employees who transfer from one LEA to
another LEA retain all their rights associated with seniority and compensation.
4. **No Precedent or Establishment of Past Practice.** This MOU does not establish or set a precedent for future employees, CSEA grievances or complaints, nor can it be used to interpret the existing CBA language in any manner. This MOU is unique to the facts and circumstances in this instance.

5. **Complete Understanding.** This MOU represents a full and complete understanding between the Parties.

6. **Authorization to Execute Agreement.** The undersigned Parties represent that they have read and understand the terms of this MOU and are authorized to execute this MOU.

7. **Board Approval.** The effectiveness of the MOU is contingent upon approval by the District’s Governing Board.

**District**

[Signature]
Dr. Amy L. Slavensky, Superintendent
Dated: **2/18/2020**

**ACOE**

[Signature]
Dr. Steve Russell, Superintendent
Dated: **2/18/2020**

**CSEA Unit 239**

[Signature]
Theresa Cramer, President
Dated: **2/18/2020**

**CSEA Unit 827**

[Signature]
Megan Mathison, President
Dated: **2/18/2020**