AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, September 23, 2020
IMMEDIATELY FOLLOWING THE ACOE BOARD 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
https://us02web.zoom.us/j/88592518469?pwd=MkTxN0NoaWZTb2x6Q0ZnOWJwZ2RmYz09
Meeting ID: 885 9251 8469
Passcode: 092320
One tap mobile
+16699009128,,88592518469#,,,,0#,,092320# 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.

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

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

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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

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(Government Code §54954.2)
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[ ] James Marzano
[ ] Janet White
[ ] 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 PUBLIC COMMENTS ON CLOSED SESSION

5.0 CLOSED SESSION – JOINT ACUSD/ACOE MEETING FOR ITEMS 5.3 AND 5.4

5.1 Minutes – 9-9-20
5.2 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)
5.3 Teleconference with Legal Counsel – Potential 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. (Ms. Brown)
5.4 Teleconference with Legal Counsel – Potential 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. (Ms. Brown)

6.0 RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

8.0 PRESENTATION AND RECOGNITION

8.1 Resolution ACUSD 20/21-005: Week of the School Administrator (Mr. Vicari)
8.2 Resolution ACUSD 20/21-006: National Bullying Prevention Month (Mr. Snider)

9.0 EMPLOYEE ORGANIZATIONS

9.1 Amador County Teacher’s Association (ACTA) (Mr. Hunkins)
9.2 California School Employees Association (CSEA) (Ms. Cramer)

10.0 PUBLIC COMMENTS

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.

11.0 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.

11.1 Minutes
11.1a Board Meeting 9-9-20

11.2 Personnel (Mr. Vicari)
11.2a Current Personnel Recommendations
11.2b California State University, East Bay Student Teaching Experience Agreement

11.3 Business (Mr. Critchfield)
11.3a Warrants issued between: 9/1/20 – 9/20/20
11.4 **Surplus**

11.4a Amador High School – 1 computer e-waste, outdated
11.4b Ione Junior High School – 6 computer mouse’s, outdated
11.4c Ione Junior High School – 2 laptops, outdated
11.4d Ione Junior High School – 1 fast Ethernet, outdated
11.4e Ione Junior High School – 5 computer keyboard, outdated
11.4f Ione Junior High School – 11 computer monitors, outdated
11.4g Ione Junior High School – 2 media overhead projectors, outdated
11.4h Ione Junior High School – 17 computers, outdated
11.4i Ione Junior High School – 1 DVD player, outdated
11.4j Ione Junior High School – 1 Zenith TV, Outdated
11.4k Ione Junior High School – 1 Compaq computer charger, outdated
11.4l Ione Junior High School – 39 curriculum books, outdated
11.4m Jackson Elementary School – 32 Acer Chromebooks, outdated
11.4n Jackson Elementary School – 1 Dell laptop, outdated
11.4o Amador High School – 1 old kiln, broken
11.4p Amador High School – 2 projectors, outdated
11.4q Amador High School – 2 typewriters, outdated
11.4r Amador High School – 1 old scantron machine, outdated

12.0 **DISCUSSION/ACTION ITEMS**

12.1 **Independent Contractor Service Agreement for Junior High Mathematics Professional Development – Discussion/Action** (Mr. Snider)
Ongoing professional development in the standards and frameworks is critical to supporting teaching and learning for our students and staff. This service contract with Chelsea McClellan of Sacramento County Office of Education represents professional development in mathematics instructional strategies for our junior high math teachers.

12.2 **Public Hearing: Sufficiency of Instructional Materials** (Mr. Snider)
California Education Code Section 60119 requires that local governing boards hold an annual public hearing to determine whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

12.3 **Resolution for Sufficiency of Instructional Materials – Discussion/Action** (Mr. Snider)
Education Code Section 60119 requires that local governing boards adopt a resolution stating whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

12.4 **Job Description: Teacher on Special Assignment (TOSA) for Career Technical Education (CTE) – Discussion/Action** (Mr. Vicari)
The Teacher on Special Assignment (TOSA), Career Technical Education (CTE) assists site principals, and CTE teachers in administering, monitoring and implementing the requirements for a quality CTE and dual enrollment program and all grant requirements. Provides leadership and support for the staff and collaborates with administrators, instructional staff, and community members in assuring that appropriate CTE curriculum and instructional practices are occurring in all classrooms. The TOSA meets with CTE teachers individually and in small groups, with local, regional and statewide members of the public involved in CTE, and professional learning communities to support implementation of CTE program requirements.

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[Government Code §54954.2]
12.5 **Superintendent’s SMART Goals – Discussion** (Dr. Slavensky)
The Superintendent’s contract includes evaluation based on SMART goals. SMART is an acronym for sustainable, measurable, action-oriented, result-driven, and time-bound. This is an opportunity for the Board to discuss and approve the goals, which were developed based on feedback from the Board of Trustees in closed session on June 24, 2020.

13.0 **REPORTS**
13.1 **Report from Superintendent** (Dr. Slavensky)
13.2 **Reports and Remarks from Board Members**

14.0 **NEXT MEETING**
**ACUSD Regular Meeting:** Wednesday, October 7, 2020, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 3:30 PM.

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

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email the Communication Specialist at demi.wright@acusd.org
AGENDA ITEM #: 10.1

SUBJECT: Resolution: ACUSD 20/21-005 Week of the School Administrator

BACKGROUND INFORMATION:
California’s legislature recognizes the importance of educational leadership at the school, school district, and county levels, and has designated the second full week in the month of October each year as “Week of the School Administrator.” Amador County Unified School District publicly recognizes the contribution that school administrators make to successful pupil achievement.

FISCAL IMPLICATION:
None.

RECOMMENDATION:
Superintendent Slavensky recommends approval of Resolution: ACUSD 20/21-005 Week of the School Administrator.

PRESENTED BY:
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
BEFORE THE BOARD OF TRUSTEES OF
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
COUNTY OF AMADOR, STATE OF CALIFORNIA

RESOLUTION NO. ACUSD 20/21-005
RECOGNITION OF WEEK OF THE SCHOOL ADMINISTRATOR

WHEREAS, Leadership Matters for California’s public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, The title “school administrator” is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, Providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California’s superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the second full week of October as the “Week of the School Administrator” in Education Code 44015.1; and
WHEREAS, The future of California’s public education system depends upon the quality of its leadership;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of the Amador County Unified School District, that all school leaders be commended for the contributions they make to successful student achievement.

PASSED AND ADOPTED by the members of the Board of Trustees of the Amador County Unified School District of the County of Amador, State of California, this 23rd day of September 2020.

Susan Ross  
President, Board of Trustees

Kandi Thompson  
Clerk, Board of Trustees
SCHOOL ADMINISTRATORS

Deborah Cardin
Jeni DeWalt
Jessica Dorris
Carrie Foster
Andrew Gardner
Troy Gassaway
Carmen Glaister
Nicole Gravette
John Hawley
Joseph Horacek
Kenny Hunkins
Barbara Magpusao
Heather Minton
Richard Modesti
Tia Peters
Butch Wagner
DISTRCT
ADMINISTRATORS

Jerome Arzaga
Kathryn Brown
Jared Critchfield
Donna Custodio
Kevin Giffin
Stacey Herrera
Nancy Kohlman
Michael Pingree
Sunni Polani
Amy Slavensky
Sean Snider
Davi Vicari
SEPTEMBER 23, 2020

AGENDA ITEM #: 10.2

SUBJECT:
Resolution ACUSD 20/21-006 – National Bullying Prevention Month

BACKGROUND INFORMATION:
The Month of October is National Bullying Prevention Month, which is a campaign in response to the need to raise awareness of bullying that provides schools and communities with an opportunity to educate students, parents, and others about their role in bullying prevention.

FISCAL IMPLICATIONS:
There are no fiscal implications.

RECOMMENDATION:
Superintendent Slavensky recommends approval of the Resolution for National Bullying Prevention Month.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
WHEREAS, the Amador County Unified School District supports the rights of students and staff to attend schools that are safe and free from violence, harassment, bullying and discrimination; and

WHEREAS, providing a safe school environment that ensures both the physical and emotional safety of students and staff, creates the conditions necessary to foster academic achievement; and

WHEREAS, bullying, harassment, discrimination, and violence, and even the fear of harm, whether done electronically during distance learning or in-person under normal conditions can create barriers to learning and contribute to low self-esteem, depression, anger, and, in extreme cases, school violence or suicide; and

WHEREAS, a safe school is one where teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying, and fear are not present; students are not discriminated against; expectations for behavior are clearly communicated; and consequences for infractions are consistently and fairly applied; and

WHEREAS, school districts and county offices of education have a responsibility to ensure a safe school environment that is free of intimidation and harassment; and

WHEREAS, the most effective approach to creating safe school environments requires a comprehensive, coordinated effort including school-wide, district-wide, and community-wide strategies where all institutions, organizations, and individuals must accept responsibility for their critical roles and collaborate to establish a positive environment for teaching and learning; and

WHEREAS, the Month of October is National Bullying Prevention Month, which is a campaign in response to the need to raise awareness of bullying that provides schools and communities with an opportunity to educate students, parents, and others about their role in bullying prevention;

NOW, THEREFORE, IT BE RESOLVED that the Amador County Unified School District Board of Trustees hereby supports the goals of National Bullying Prevention Month and will work with a broad spectrum of local community stakeholders, parents, students, teachers, and staff to develop, implement, and monitor policies and programs that foster and support a positive school climate free from bullying, harassment, discrimination, and violence.

BE IT FURTHER RESOLVED, that this resolution be distributed to all schools in the district.

Susan Ross
President, Board of Trustees

Kandi Thompson
Clerk, Board of Trustees
MINUTES
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, September 9, 2020
CLOSED SESSION 3:00 PM OPEN SESSION 3:30 PM

Meeting Location: Remote meeting via Zoom for public access.
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1.0 CALL TO ORDER 3:01 PM

2.0 BOARD MEMBERS
[X] Susan Ross – Board President
[X] Kandi Thompson – Board Clerk
[X] Deborah Pulskamp
[X] James Marzano
[X] Janet White

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(Government Code §54954.2)
3.0  ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4.0  PUBLIC COMMENTS ON CLOSED SESSION

5.0  CLOSED SESSION

5.1  Minutes – 8-26-20
5.2  Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)
5.3  Teleconference with Legal Counsel – Potential 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. (Ms. Brown)

6.0  RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

Board Clerk Thompson reported that the closed session minutes were approved; item 5.2 Negotiations with ACTA and CSEA, the Board had discussion and direction was given to staff. Board Clerk Thompson reported the Board will reconvene in closed session following the ACOE Board Meeting to discuss item 5.3; Teleconference with Legal Counsel.

7.0  ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

Dr. Slavensky recommended that she provide a COVID-19 Update immediately following Dr. Kerr’s report, item 9.0.

8.0  PLEDGE OF ALLEGIANCE

Board Member Marzano lead the pledge of allegiance

9.0  COVID-19 HEALTH AND SAFETY UPDATE (Dr. Kerr/Dr. Slavensky)

Dr. Kerr provided an update on the status of Amador County regarding the COVID-19 pandemic. She explained the State’s new tiered system for opening the County and stated the new system is designed for the reopening of the economy, not specifically designed for schools. Amador County is currently in the red tier and must remain stable for three weeks before proceeding to the next tier with less restrictions. Dr. Kerr spoke about concerns of the upcoming cold and flu season and stated that testing is the only way to know the difference between the flu, respiratory infections, and COVID-19. Dr. Kerr acknowledged the work of the District’s Health and Safety Plan and the importance of continuing to work together. (See the complete transcript of Dr. Kerr’s comments on pages 15-20 of this board packet.)

Dr. Slavensky provided a presentation outlining the unprecedented times that California schools are facing with a global pandemic, wildfires and PSPS shutoff events. The District continues to work closely with Amador County Public Health on a phased school reopening plan and preparing for a return to campus. Dr. Slavensky provided an outline of next steps, which include continuing to plan for in-person learning, collaboration with labor partners, and improvements to distance learning.

10.0  PRESENTATION AND RECOGNITION

10.1  Swearing in of Student Board Members (Dr. Slavensky)
Dr. Slavensky swore in the two new Student Board Members, Ian McMahan from Amador High School and Kate Johnson from Argonaut High School.

10.2  School Spotlight (Mr. Vicari)
The School Spotlight featured Ione Elementary School with Principal Jeni DeWalt. The presentation provided an overview of the school’s unique attributes and outstanding accomplishments.
EMPLOYEE ORGANIZATIONS

Amador County Teacher’s Association (ACTA) (Mr. Hunkins)

Mr. Hunkins gave praise to each teacher’s hard work during distance learning. He stated that the last few months have been a trying time for everyone but that communication between ACTA and the District has improved and he invites the Board to sit down with ACTA’s executive committee to discuss the education in our community and for our children.

PUBLIC COMMENTS

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Tracy Hinman, Special Education teacher at Argonaut High School, spoke about her concerns related to division between the District and the County Office of Education.

Angela Hayes, Special Education teacher at Independence High School, North Star Independent Study School, and Community Court School, continued Ms. Hinman’s public comment by reading the remaining portion of Ms. Hinman’s letter to the Board.

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. Board President Ross motioned to approve the consent agenda. Board Member White seconded the motion. The motion passed 5-0.

Minutes

13.1 Board Meeting 8-26-20

Personnel (Mr. Vicari)

13.2a Current Personnel Recommendations
13.2b Memorandum of Understanding with Amador County Teachers Association

Business (Mr. Critchfield)

13.3a Warrants issued between: 8/19/20 – 8/31/20
13.3b Resolution 20/21-004 Gann Limit
13.3c 2020-21 Attendance Calendar

Surplus

13.5a Amador High School – 5 Smart Boards, Broken

DISCUSSION/ACTION ITEMS

K-12 Strong Workforce Program (SWP) Grant Implementation Plan – Discussion/Action (Mr. Snider)

The goal of the K-12 SWP Plan is to align the 12 Essential Elements of a High-Quality College and Career Pathway to ensure monies are targeted to build connected, equitable, accessible, and high-quality kindergarten through grade fourteen (K–14) college and career pathways for all students. Educational Options Principal Kelly Hunkins and CTE Teacher Josiah Mayfield reported about the plan and the many benefits it will offer our students and community. Board Member Marzano asked if the college credits earned by high school students are transferrable.
Mr. Snider confirmed that all college credits earned through dual enrollment will transfer to any
two or four-year institution. Board Member Marzano moved to approve item 14.1 and Board
President Ross seconded the motion. **The motion passed 5-0.**

14.2 **Title I-Part A School-wide Program (SWP) Waiver for Amador High School and North
Star Independent Study School – Discussion/Action (Mr. Snider)**
A school-wide program (SWP) is a comprehensive reform strategy designed to upgrade the entire
educational program in a Title I school. The primary goal is to ensure all students, particularly
those who are low-achieving, demonstrate proficient and advanced levels of achievement on State
academic achievement standards. Board Clerk Thompson commented that we may not have
accurate data right now since we ended last year in distance learning and have continued to
provide free meals to children in the community. Due to this, perhaps not as many families have
completed the free and reduced meal application forms. Mr. Snider mentioned that a positive is
that we are able to feed all children in the schools and community but the disadvantage is that
fewer families complete the application. Board Member Pulskamp motioned to approve item 14.2
and Board Member Marzano seconded the motion. **The motion passed 5-0.**

14.3 **Public Hearing: Learning Continuity and Attendance Plan (Mr. Snider)**
The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the
overall State budget package that seeks to address funding stability for K-12 public schools while
providing information at the local educational agency (LEA) level for how student learning
continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The
provisions for the plan were approved by the Governor and Legislature in June 2020 and exist in
Senate Bill 98 and Education Code Section 43509. Board Clerk Thompson opened the public
hearing. There were no public comments. Board Clerk Thompson closed the public hearing.

14.4 **Learning Continuity and Attendance Plan - First Reading – Discussion/Action
(Mr. Snider)**
The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the
overall State budget package that seeks to address funding stability for K-12 public schools while
providing information at the local educational agency (LEA) level for how student learning
continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The
provisions for the plan were approved by the Governor and Legislature in June 2020 and exist in
Senate Bill 98 and Education Code Section 43509. Mr. Snider presented background information
and the stakeholder engagement process. He provided an overview of the draft Learning
Continuity and Attendance Plan, provided in full in the board packet.

Board Member Marzano asked if the budget in this plan is part of the funds the District must
spend soon. Mr. Critchfield answered that most of this budget from the CARES Act needs to be
spent by December 30, 2020.

Board Clerk Thompson mentioned that distance learning and hybrid options are covered in this
plan. She asked if students are willing to go back full-time with 6 feet distancing, will they be
able to? Mr. Snider answered that a statement to address that population could be added to the
plan in a later section that address the option of fulltime with guidelines. Board Clerk Thompson
asked about matters of equity related to students who prefer distance learning and students who
prefer in-person learning. Dr. Slavensky answered that we have a number of equity issues
throughout public schools and the Board’s decision on July 30, 2020 for distance learning is
related to the COVID conditions at that time and being on the State Data Monitoring list. Dr.
Slavensky also stated that now we are planning for different phases of in-person learning.

Board Clerk Thompson asked for clarification about what the District is doing to get back into the
classrooms. Dr. Slavensky referenced slide 8 of the COVID-19 Update presented earlier in this
meeting and reviewed many action steps taken place and planning which has been in progress for many months to welcome students back onto school campuses as soon as it is safe, while simultaneously improving and updating our distance learning system.

Board Member Marzano asked to see a clear plan and results of preparation to get students back into school. Board Member Pulskamp shared an idea that perhaps secondary schools could open with cohorts and students could remain in the same homeroom, Zooming in to each of their individual classes from that one homeroom.

Board Member Marzano motioned to declare a successful first reading of the Learning Continuity and Attendance Plan. Board Member White seconded the motion. The motion passed 4-0. (Board President Ross had to leave the meeting during the presentation of this item.)

14.5 CSBA Board Policy Updates – Discussion/Action (Mr. Vicari)
CSBA provides five policy update packets per fiscal year. The policies presented for updating at this time are in the area of sexual harassment. The descriptions summarize the recommended changes made to each policy. It is recommended that school districts review the materials and modify their policies accordingly. Mr. Vicari explained the changes from the current board policies and the reason for these updates. Board Member Marzano motioned to approve item 14.5. Board Member Pulskamp seconded the motion. The motion passed 4-0.

14.6 Certification of the District’s Unaudited Actuals & Financial Report – Discussion/Action (Mr. Critchfield)
Per Education Code 42100, the County shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the District for the preceding fiscal year. The report is included under separate cover and includes the Unaudited Actuals for 2019-20 and the Adopted Budget for 2020-21. Mr. Critchfield presented the report, which is the most concrete report detailing how the District spent its funds in the previous school year. The report highlights a much healthier reserve fund level year compared to past years. Mr. Critchfield stated there are serious concerns about how the economy will recover from the pandemic-induced recession, potentially impacting public schools in the 2021-22 fiscal year. Therefore, the more the District has in its reserve fund, the stronger position the District will be in when faced with potential budget issues in the upcoming year. Mr. Critchfield recommended setting a higher reserve percentage than the State minimum requirement, to prepare for the future.

Board Member Pulskamp commented that as a teacher during difficult times, it was hard for her to understand why her district needed so much in reserves. Now, as a Board Member, she understands the importance of a healthier reserve. Board Member Marzano asked to clarify that budget reasons are not a reason why students would not be able to return to the classroom. Mr. Critchfield answered that safety and the ability to follow state and county health guidelines are the only reason why students would not be allowed to physically return to classrooms. Member White motioned to accept the Unaudited Actuals & Financial Report. Board Member Pulskamp seconded the motion. The motion passed 4-0.

14.7 Contract with Auditing Firm Eide Bailly LLP for Associated Student Body (ASB) and Booster Clubs – Discussion/Action (Mr. Critchfield)
Eide Bailly LLP will provide consulting services for Associated Student Body and Booster Club virtual training. They offer two options: live instruction via Zoom and online self-paced learning. This contract provides for one mandatory Associated Student Body training to be done via Zoom for all relevant staff members, and multiple self-paced sessions for mandatory Booster Club training. Pending Board approval, the ASB training will be taught by our auditors which is the best approach to properly support our staff. Board Member Marzano motioned to approve item 14.7. Board Member White seconded the motion. The motion passed 4-0.
14.8 **Job Description: Program Specialist – Discussion/Action (Ms. Brown)**
The Program Specialist works under the direction of the Director of Special Education/SELPA Director and in close collaboration with school principals, providing leadership, consultation, support, student observation, program planning and training of teachers and staff for students with special needs and/or learning disabilities, including students with Section 504 plans; and is a central office administrator with various related roles and responsibilities. Board Member Marzano motioned to approve item 14.8. Board Member White seconded the motion. The **motion passed 3-0.** (Board Member Thompson had to leave the meeting just before the presentation of this item.)

14.9 **Contract with All Sierra Roof Company Inc. for Ione Junior High School Multi-Purpose Room – Discussion/Action (Mr. Critchfield)**
The roof of the multi-purpose room at Ione Junior. High School has had a variety of issues over the last few years. The roof has been patched and repaired due to leaks during the last two winters. Due to the age and condition of the roof, it is most prudent to tear off the entire roof and replace it. Roofing projects are a high priority throughout the district and this roof is in the most need for replacement at this time. Board Member Pulskamp motioned to approve item 14.9. Board Member White seconded the motion. The **motion passed 3-0.**

15.0 **REPORTS**

15.1 **Special Education Program Update (Ms. Brown)**
Ms. Brown provided a brief update about the District’s and SELPA’s special education programs including students with disabilities engaged in distance learning and co-teaching, the work of the Community Advisory Board (CAC), and related professional development and teacher collaboration.

15.2 **Report from Superintendent (Dr. Slavensky)**
Dr. Slavensky provided a brief report about positive feedback and many testimonials received from parents and families related to the first three weeks of the school year. While distance learning is challenging and beginning to take a toll on many students, families, teachers, and staff, everyone is to be highly commended for their dedicated work to support all students.

15.3 **Reports and Remarks from Board Members**
Student Board Member McMahan spoke about the challenges and struggles associated with distance learning but noted that the students feel very thankful for how hard the teachers are working.

Board Member White said that our community is struggling but she is amazed at what the teachers are capable of and how our students have been so adaptable during this time. Board Member White stated that she wants to see our kids go back to school as soon as it is safe for them to be there.

Board Member Marzano spoke about attending the Amador County Republican Labor Day Picnic where he spoke with parents and heard about how worried our community is about our student’s education and getting them back into school.

Due to the late hour and overall length of the ACUSD and ACOE board meetings, the Board did not return to closed session following the ACOE Board of Trustees meeting.
16.0 **NEXT MEETING**
ACUSD Regular Meeting: Wednesday, September 23, 2020, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 3:30 PM.

17.0 **ADJOURNMENT 7:20 PM**
* The Amador County Unified School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent’s Office by calling (209) 257-5353. All efforts will be made for reasonable accommodations.

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

*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]
Report to Board of Trustees  
September 9, 2020

Report from Dr. Rita Kerr, Amador County Public Health Officer

Good afternoon Board and School Community. Thank you for the opportunity to update you on our COVID-19 status in Amador County. I gave an extensive update yesterday at the County Board of Supervisors Meeting. Our case count is remaining pretty stable. We added two new cases over the weekend. We added another current case and found one prior case that had been awaiting confirmatory laboratory results to populate in and that dated back to July. So, our total case count will increase by two today but our active case count tally has fallen to six and there is currently only one active case hospitalized.

Our congregate setting outbreaks are stabilizing. The long term care facility, senior outbreak congregate settings, two of them have had two rounds of negative testing a week apart and basically those outbreaks are over so those two facilities will revert to resuming servalence screening levels of testing rather than testing everyone every week and continue to implement all of the precautionary policies that hopefully keep new cases out of the facilities. The third has had one week of all negative results and the second round results from testing are pending and the state prison continues to aggressively manage their outbreak protocol as well and currently has no active inmate cases and continue to screen all employees on a weekly basis.

So, our active cases currently are related to travel related exposures, family transmission, and sometimes people who are being tested as part of workplace servalence will come up with an active, we had one of those populate in. The good news is we are receiving the tests back in a more timely fashion, sometime same day, if they are done in a hospital setting, often within two or three days from workplace screenings or the verily site tests. So that gives us an opportunity to get on these much quicker, contact people, find out who their close contacts were, get people isolated and under quarantine as appropriate and try to stem the tide of transmission.

Along with that, the status of our County has improved. You guys are familiar with what we call the County Data Monitoring List that we were working on that construct with the State several weeks ago. Because we got put on the county monitoring list in early August, schools would not have been allowed to reopen until we were off of it for fourteen days. Halfway through our fourteen days off, they switched to the blueprint for reopening which assigns tiers. We were initially assigned to the purple tier, which would have been the equivalent of remaining on the County Data Monitoring List and at the first readjustment, which was yesterday, we were moved to red, as a less restrictive tier. Our data is actually currently in the orange category, so we need to remain stable. They will only allow movement of one tier at a time and you have to remain in that tier for three weeks before progressing further into a less restrictive tier.

The tiers are primarily meant for economic and activity reopening. The only way they are really applied to schools is that once a county has been in purple and moves to red, has to remain in red for two
consecutive weeks or fourteen days, before schools would be allowed to reopen. For us that date would be September 22nd.

Let’s hope we continue to be stable. Heaven forbid if we moved back to purple, we would have to move out of purple, get back to red and remain there for fourteen days before allowing schools to reopen. Depending on when the timing for schools reopening would be considered. My understanding was that the Board, back in July, made the decision to go distance learning for the first quarter, which would put us into mid-October. So we will need to see where out status is in mid-October. Hopefully it will be red, orange, or even yellow.

I think one of the challenges that we are foreseeing is that cold and flu season is coming up and it is going to be really difficult to determine when someone has a sore throat, a cough, a fever, whether they have got the flu, they’ve got some other upper respiratory, or whether they have COVID. Really the only way we are going to figure that out is through testing. Those people are going to have to be excluded from work and school while they are symptomatic until they have either tested negative or been evaluated by a clinician and cleared to return. Often times, that is going to mean a minimum of a ten-day absence if COVID is suspected. It would also lead to doing a contact investigation and tracing.

The tier structure; the purple, red, orange and yellow, is NOT the same as those stage 1, 2, 3, and 4. Yellow does not equal stage four. The reason they didn’t put a green in the tier is because they want counties to be in yellow to reopen but green means that the situation is under control, that there is probably a vaccine deployed, we don’t think that the community is at risk any more for further transmission, and we are not at that point yet. So really, the only thing that the school has to be concerned with at this point is remaining in red or better, red, orange or yellow and once resuming, we need to be working together with our health and safety plan, that has already been worked on quite a bit and includes social distancing, wearing face coverings, and staying in the same cohort of children and teachers, and increased sanitation. And then, if there is respiratory illness, particularly COVID, within a school, moving into an exposure management plan. There are definitely some models out there and I’d would be happy to work with the school administration to customize how that would look for Amador County, and engaging the school for notifications and contact tracing.

I’ll open to questions, I have about 15 minutes until my next call with the State.

Board Member Pulskamp: I’d like to clarify, I believe you just told us we could only open schools with face coverings and 6ft physical distance.

Dr. Kerr: That’s been the health and safety plan all along and that needs to continue to be the health and safety plan.

Board Member Pulskamp: Okay, I just wanted to confirm that was still the case. And face coverings regarding the youngest children...

Dr. Kerr: Yes, guidance has not changed. It is strongly recommended for second grade and under and required for ages third grade and up and all adult staff.
Board Member White: So, if the first day being September 22nd, we could not return to normal classes, we could implement perhaps the hybrid at that point?

Dr. Kerr: Well your physical plan I don’t believe would accommodate the health and safety measures with full classes. You would not be able to have small or stable cohorts and the required distancing to minimize the risk of transmission within a classroom setting with a full class.

Board Member White: At that point, what period of time, if we were level at that point?

Dr. Kerr: Until the risk of transmission has been mitigated by herd immunity. That’s for the foreseeable future honestly.

Board Clerk Thompson: So that’s assuming all kids, your basing your response on the fact that all kids going back to school, meaning classes of thirty or more, correct? Because the chance of all kids going back to school is highly unlikely at this point. So, the numbers that are going to go back could facilitate the distance and masks, then there is a foreseeable option for them to go back full time as long as there are not too many kids in the classroom, to accommodate the state standards.

Dr. Kerr: I think that would require another survey. Parents have had some time to do some distance learning and each family would have to make the determination, do they feel like their child is best served at home, or in a school setting. You know, knowing what the risk/benefit is of each of those scenarios. If you had a limited number of families that wanted to take advantage of in person school, to the point where you could accomplish the physical distancing, they would still need to have the face covering requirement, then, it’s possible, nut there is a limited number, your hybrid model might look different.

Dr. Slavensky: Kind of building on what Board Member Janet White was talking about and what Dr. Kerr mentioned a few minutes ago regarding stable cohorts of students and teachers. Can you talk to us a little bit on how that would look and how that would be different between elementary, junior high and high school? Understanding that Junior High and High School have an eight period schedule, changing cohorts and class.

Dr. Kerr: Yes, I think that is a situation where if you have a Junior High or High School student who tests positive, especially if they didn’t have any symptoms, we look back 48 hours before the positive test. So, if they tested positive on a test that was collected on a Wednesday, we would look at everyone they spent, within 6ft of, for 15 minutes or longer, as a close contact. That might end up meaning, every classroom they spent time in for those two days before they tested positive would have to be quarantined for 14 days. That would mean distance learning for all those classrooms for 14 days. That is the challenge from moving students from classroom to classroom that it increases the number of contacts for any given person.

Board Clerk Thompson: Can I ask why we are still at the 14 days? You go back two days because it’s my understanding that you can have the virus and not be showing symptoms for two days prior to actually showing symptoms. So, if any student was exposed to a positive case, currently they are not even
required to be tested, if they have just been around somebody that’s positive. So why is it that we would make them wait 14 days? If they acquired the virus wouldn’t they have two days before to show positive signs after that? And why would we make them wait 14 days?

Dr. Kerr: We go 14 days from their last exposure. So, if their last exposure was two days before, it would be 14 days for that date of last exposure. If they were exposed all three days, then the last exposure date starts the clock on the 14 days of quarantine because the biology of this virus shows that it can incubate anywhere from two to thirteen days, so the 14 days is the end of quarantine. As you said, they are not required to be tested, but we do strongly recommend that anyone who has been in close contact, be tested sometime during their quarantine period. We do recommend that happen sometime between the first and second week, at the end of the first week before the end of the second week. Because, if you test too early, it can be falsely reassuring, you may still be incubating. But, if you actually test positive early on in the quarantine, then you switch to being in isolation because you’re a confirmed case and you isolate for 10 days from the time you test positive because that is considered the infectious period.

Board Clerk Thompson: And we also know that kids are the least likely to transmit the virus, correct?

Dr. Kerr: We hope that’s the case. There has been some data that, we know that kids that do get ill and are hospitalized do end up getting severely ill. As far as whether or not kids are transmittable, there is differing data on that. It is our hope that they are less likely to transmit. We do think it is more likely to be adult to child transmit rather than child to adult transmission.

Board Clerk Thompson: Got it. So, if there were, based on numbers. Enough, not so many students that would fill a classroom without the distance and the masks and they were allowed to go back full time based on whatever that model looked like, that the district came up with, and we could have exposure management plans that would address if somebody came up positive. Then you’re still saying there’s an option based, just simply based on the number of students that want to go back to school either full time or hybrid, correct?

Dr. Kerr: That would all depend on your numbers. Your numbers would have to fit into the construct of the health and safety plan.

Board Clerk Thompson: Great. So then I guess a survey is a pretty important thing then, right?

Board Member Marzano: … I’m curious, you said we had six active cases, correct? One of the phrases you said is, “until it is under control.” What active case number do you feel is under control?

Dr. Kerr: Well, control means that the risk of spread in the community is low. And that is not the case at this point because we do not have a high level of immunity in our community. We have not had the burden of cases. Some would call it, herd immunity, and our strategy continues to be containment. At this point, we are moving the right direction but it would take us one cluster of cases to move us the other direction. It doesn’t take a lot.
Board Member Marzano: Yea, as we just got out of. So that’s what I am basing my question on, “what do you mean under control?” like, we just saw what we experienced as our high end and now we are at six, I’m just trying to gauge, what is considered under control.

Dr. Kerr: Well, we are better under control than we were a month ago and six weeks ago. But, this virus will take every opportunity it can to spread whenever it is given the chance. And so, whenever gatherings happen, or someone who is contagious is within that physical distance, especially without face coverings, this virus will take the chance to get into another host and continue to replicate itself and then move on to another host and continue to replicate itself. That’s its biological role in the world.

Board Member Marzano: But if we follow all the safety precautions, masks, distancing, we’re less likely, correct?

Dr. Kerr: We’re less likely, if we follow the precautions. Yes.

Board Member Marzano: Have you guys kept track of potential or actual false positives?

Dr. Kerr: Most of the false positives come from antigen testing. Then you do the PCR test to verify whether or not the antigen test was positive. So on the antigen test which is one of the rapid tests, we’re not using those regularly in this county. There are a few machines available now and we’re just kind of studying how to bets apply. Most of the positive cases in our County have actually been symptomatic individuals. The vast majority have been symptomatic individuals with a history that lead them to be tested. We’ve only had a handful of people, that work in high risk settings, with exposures, have been a-symptomatic positives.

Board Member Marzano: So have we had any false positives?

Dr. Kerr: Not that I have had to call a biological false positive here, no. We’ve had people who had multiple tests and then they test positive multiple times, if there was a low suspicion of them to be positive the first time, they got re tested and tested positive again.

Board Member Marzano: Okay. I have a question about the K – 6. Are you the person that’s involved with the waiver process? Does that go through you as well?

Dr. Kerr: It would go through me but since we are out of the purple tier a waiver is no longer required.

Board Member Marzano: Okay, so technically because of the color that we’re in, waivers are not needed and technically if the district feels it can be done, K – 6 could go back to school?

Dr. Kerr: It could, as of September 22nd ideally as that would be our second week out of the purple tier.

Board Member Marzano: Right, okay. And the biggest concern is 7-12 because of all the changing classes, as you just said, yes?

Dr. Kerr: Changing classes and also the older children seem to have more propensity to spread it among themselves or with others.
Student Board Member Johnson: So, when a student gets covid, when do they know when they can go back to class? There have been many students in college that are being told, they still have symptoms but that they can’t spread it, so they can go back to school.

Dr. Kerr: So. Generally, the rule is 10 days after symptom onset or 10 days after the positive test. So someone who didn’t have symptoms or had very few symptoms when they got their test but developed them a few days later. So, it’s 10 days and they have to be fever free for 24 hours without taking medication to lower the fever and their symptoms generally have to be improving, they don’t have to be completely gone.

Board Clerk Thompson: on the symptoms, I’ve heard recently that the actual just regular flu symptoms are having positive covid tests. Is that correct?

Dr. Kerr: Well, there are actually 12 different symptoms that can be commonly found in covid. Some of them more frequently than others. For example, the loss of taste and smell is kind of unique to covid that doesn’t cross over into flu. Both can cause fevers, both can cause shortness of breath, both can cause runny nose, both can cause a cough. Sore throat isn’t prominent in flu but can happen in covid. Gastrointestinal symptoms at least in adults, nausea, vomiting and diarrhea don’t happen often in influenza but they do happen in covid and they could happen in pediatric cases of covid. Muscle aches and fatigue can be common between both.

Board Clerk Thompson: And if they were tested with the covid test, having those symptoms, wouldn’t covid have to be present in their body in order for that to come back positive.

Dr. Kerr: It would.

Board Clerk Thompson: Normal flu symptoms couldn’t cause a positive covid test?

Dr. Kerr: No, they would have to have covid in their system in order to have a positive covid test.
DATE: September 23, 2020

AGENDA ITEM #: 13.2a

Motion: ___________________
Second: ___________________
Vote: ___________________

SUBJECT:
Human Resources Consent Agenda for September 23, 2020

CURRENT PERSONNEL RECOMMENDATIONS

Certificated ~ Voluntary Transfer
Diana Griffin, adult education teacher, 1 FTE, from Independence High School to Adult Education coordinator/teacher, 1 FTE, Independence High School, effective September 24, 2020

Certificated ~ New Hires
Grant Lattimore, social studies teacher, 1 FTE, Argonaut High School, effective September 24, 2020
Sandra Kelley, intervention teacher, .5 FTE, Sutter Creek Elementary, effective September 24, 2020

Classified ~Confidential New Hires
Mason Peters, Confidential Senior Payroll Technician, 8 hours/12 months, District Office, effective September 24, 2020

Classified ~Administrative New Hire
Kevin Griffin, Director of Maintenance, Operations & Transportation, 8 hours/12 months, District Office, effective September 30, 2020

Classified ~Promotion
Rebecca Risius from Food Service Worker II, 3 hours, Jackson Junior High to Food Service Worker III, 6 hours/11 month, Amador High, effective September 24, 2020
Wendy Blackwell from Food Service Worker I, 2.50 hours, Argonaut High to Food Service Worker III, 6 hours/11 months, Argonaut High, effective September 24, 2020

Classified ~Voluntary Transfer
Jina Traverso from Campus Supervisor, 3.5 hour, Ione Junior High to Campus Supervisor, 6 hours/11 months, Jackson Junior High, effective October 1, 2020

Classified ~Resignation
Teresa Tully, Instructional Aide Special Education, 6 hours/11 months, Argonaut High, effective September 12, 2020
Classified ~Retirement
Russell Howard, Food Service Warehouse, 4.50 hours/11 months, Ione Warehouse, effective September 10, 2020

RECOMMENDATION:
Approve Human Resources Consent Agenda

PRESENTED BY:
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
CALIFORNIA STATE UNIVERSITY, EAST BAY
STUDENT TEACHING EXPERIENCE AGREEMENT

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of California State University, East Bay, hereinafter called University, and ___________, noted below, hereinafter called the District.

WITNESSETH

WHEREAS, the District is authorized to enter into agreements with the University, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of the University; and

NOW, THEREFORE, it is mutually agreed between the University and the District as follows:

SPECIAL PROVISIONS

The TERM of the Agreement is for a period of five fiscal years: __________ through June 30, 2025.

GENERAL TERMS

The District shall provide to University students teaching experience through practice teaching in schools and classes of the District not to exceed the units of practice teaching set forth in the Special Provisions, Such practice teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon.

It is understood and agreed by the parties that all students shall be considered learners and are not covered by Workers Compensation of either party. They shall not replace District staff except as may be necessary as a part of their educational training and subject to any and all applicable laws.

The District may, for good cause, refuse to accept for practice teaching any student of the University assigned to practice teaching in the District, and upon request of the District, made for good cause, the University shall terminate the assignment of any student of the University to practice teaching in the District.

"Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provision credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

A semester unit of practice teaching for elementary and secondary schools is approximately twenty (20) minutes of practice teaching daily for five (5) days a week for eighteen (18) weeks. A quarter unit of practice is two-thirds (2/3) of a semester unit. For community colleges and/or adult schools, a semester unit is approximately 20 minutes of practice teaching daily three (3) days a week for eighteen (18) weeks during regular session.
University students assigned to practice teaching in schools or classes of the District shall be, at the discretion of the University, either for approximately nine (9) weeks or for approximately eighteen (18) weeks, but a student may be given more than one assignment by the University to practice teaching in such schools or classes.

University students assigned to practice teaching in the District shall be effective for this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

UNIVERSITY shall be responsible for damages caused by the negligence of its officers, employees and agents. FACILITY shall be responsible for damages caused by the negligence of its officers, employees and agents.

Execution of this contract is hereby requested.

CALIFORNIA STATE UNIVERSITY, EAST BAY

By _____Carolyn Nelson______________________
Dean, College of Education and Allied Studies

By ____Eric Engdahl________________________
Chair, Teacher Education Department

SCHOOL DISTRICT

By ________________________________
Superintendent/Designee/Printed

CERTIFICATION

I, the duly appointed and acting clerk or Secretary of the Governing board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on: ________________________, 20____.

Month/Day

"It was moved, seconded and carried that the attached contract with the Trustees of The California State University, whereby the University may assign students to the schools in the School District for practice teaching, be approved; and the ________________________________ is hereby authorized to execute the same."

______________________________ ________________________________
School District County

By ________________
Clerk, Secretary (strike one) of the Governing Board of the School District
Payroll 8/1/2020 - 8/31/2020: 267,503.73

**WARRANTS**

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60054335  LEDGER DISPATCH           40  9/11/2020   120.00

785,630.14

If there are any questions regarding any of the payments, please contact
Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
SEPTEMBER 23, 2020

AGENDA ITEM #: 12.1

SUBJECT:
Independent Contractor Service Agreement for Junior High Mathematics Professional Development – Discussion/Action

BACKGROUND INFORMATION:
Ongoing professional development in the standards and frameworks is critical to supporting teaching and learning for our students and staff. This service contract with Chelsea McClellan of Sacramento County Office of Education represents professional development in mathematics instructional strategies for our junior high math teachers.

Ms. McClellan will focus on the California Mathematics Framework and aligning all instruction to this guiding document, identifying priority content standards and clusters, the Standards for Mathematical Practice, and how all of this aligns with our adopted instructional materials.

FISCAL IMPLICATIONS:
The contract will be funded in the amount of $10,200 from centralized Title I funds (Related to LCAP Goal 1, Action 1).

RECOMMENDATION:
The Superintendent recommends approval of the professional development contract.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
MEMORANDUM OF UNDERSTANDING
Agreement #21026
2020-2021

This Memorandum of Understanding (MOU) is between the Sacramento County Office of Education, hereinafter referred to as "SCOE," and Amador County Unified School District for Ione Junior High School, hereinafter referred to as "District."

The purpose of this MOU is to detail the roles and responsibilities of SCOE and the District in regard to delivering instructional support services to staff. Once signed by both parties, this MOU is in effect, and may be terminated by either entity in writing, but not less than seven business days prior to the first day of service.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of SCOE.

A. Term: The term of this MOU shall be from August 7, 2020-December 9, 2020.

B. SCOE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.
   MOU Contact: Services provided by:
   David Chun Chelsea McClellan
   (916) 228-2244 (916) 228-2245
dchun@scoe.net cmcclellan@scoe.net

2. Provide the following service:
   A. One full day professional learning session for 6-8th grade teachers. Professional Learning topics to include (but not limited to): · CA Mathematics Framework · Standards for Mathematical Practice · Formative Assessment · Open Middle Problems (Virtually/Jamboard) · Virtual Struggle/Challenge Problems (3 Reads Routine) · Purposeful Practice/Student Discourse Strategies (Zoom)
   B. Six half days of professional learning to include (but not limited to): · Creating Priority Content Standards (grounded in the CA Mathematics Framework and supporting documents) to support learning loss · Building Understanding of the Math Practice Standards to support mastery of the Priority Content Standards · Experiencing Math Routines as a Learner to support formative assessment and "just in time" instruction · Social and Emotional Learning/Movement Activities and best practices.
   All sessions will be held virtually. See Exhibit A, for schedule and details, which is attached hereto and incorporated by reference.
   Location of the service
   Ione Junior High School
   450 South Mill Street
   Ione, CA, 95640

3. SCOE will make every effort to accommodate changes in dates as needed, however rescheduling is not guaranteed as dates are dependent on availability.

4. Provide an evaluation of services.
5. Provide training materials. Any and all training materials are the exclusive property of SCOE. **District** and its agents must obtain written permission from SCOE before it disseminates, markets, or otherwise uses the training materials.

6. Invoice **District** within 30 days of execution of this MOU:  
Amador County Unified School District  
217 Rex Avenue  
Jackson, CA 95642

C. **District** agrees to:

1. Provide a primary contact person for all work under this MOU.  
   Rich Modesti  
   (209) 257-5353  
   richard.modesti@acusd.org
2. Ensure the site principal/district representative is present during services.
3. Participate in an evaluation of services.
4. Provide facility for training.
5. Provide SCOE with a copy of attendance sign-in sheet upon request.
6. Provide the audio-visual equipment and table supplies.
7. Provide requested materials for participants (e.g., Teacher's Edition).

D. **Fiscal:** **District** agrees to pay SCOE $10,200 within 60 days of invoicing.

E. **General Provisions**

1. **Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.
   a. It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

2. **Independent Agents.** This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.

3. **Nondiscrimination.** Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital
status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

4. Insurance. All parties shall maintain in full force Commercial Liability Insurance with limits of no less than $1,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this agreement.

5. Entire Agreement. This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Brent Malicote
Assistant Superintendent, Educational Services

Amador County Unified School District
Dr. Amy Slavensky
Superintendent

Director Approval
Date

--9-.3_.02..
### Exhibit A
Ione Junior High School

Note: Dates, times, and content is tentative and may be adjusted to better meet the needs of the client.

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<td>11-1pm: Asynchronous</td>
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<td></td>
<td>(Lunch/Framework Dig/Article/</td>
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<td>Explore Open Middle)</td>
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<tr>
<td>9-23-20</td>
<td>Welcoming Math Activity</td>
<td>14</td>
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<tr>
<td>(1:30-3:30)</td>
<td>Framing the Work/Objectives</td>
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<td>Framework 101: (Priority Content)</td>
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<td>Report Card/Google Form</td>
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<td>Next Steps: Asynchronous Work</td>
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<td>1. Give Survey to Ss</td>
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<td>2. FW Dig #1: 1-2 Standards</td>
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<td>Optimistic Closure</td>
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<td>10-7-20</td>
<td>Welcoming Math Activity</td>
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<tr>
<td>(1:30-3:30)</td>
<td>Debrief FW Dig 1</td>
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<td>Asynchronous Work:</td>
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<td>FW Dig #2: 2 Standards (Maj Clust)</td>
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<td>Synchronous Work:</td>
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<td></td>
<td>Short Debrief of FW Dig #2</td>
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<td>Clarify Objectives/Look at Student</td>
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<td>Survey Results</td>
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<td>What will you try out before 10-21</td>
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<td>Optimistic Closure</td>
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<tr>
<td>10-21-20</td>
<td>Welcoming Math Activity</td>
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<td>(1:30-3:30)</td>
<td>SMP Routines for Reasoning Overview and focus on SMP 1</td>
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<td>Debrief what you tried out in class</td>
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<td>Asynchronous Work:</td>
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<td>FW Dig #3: 3 Standards (Maj Clust)</td>
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<td>Synchronous Work:</td>
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<td>Debrief of FW Dig #3</td>
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<td>What will you try out before 11-04</td>
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<td>Optimistic Closure</td>
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</table>
| 11-4-20   | 1:30-3:30| Welcoming Math Activity<br>
SMP 2, 7, 8<br>
*Debrief what you tried out in class*<br>
Asynchronous Work:<br>
FW Dig #4: 3 Standards (Maj Clust)<br>
Synchronous Work:<br>
Debrief of FW Dig #4<br>
*What will you try out before 11-18*<br>
Optimistic Closure |
| 11-18-20  | 1:30-3:30| Welcoming Math Activity<br>
SMP 3, 4, 5, 6<br>
*Debrief what you tried out in class*<br>
Asynchronous Work:<br>
FW Dig #5: 3 Standards (Maj Clust)<br>
Synchronous Work:<br>
Debrief of FW Dig #5<br>
*What will you try out before 12-9*<br>
Plan to give Student Survey #2<br>
Optimistic Closure |
| 12-9-20   | 1:30-3:30| Welcoming Math Activity<br>
Look at results of Student Survey #2<br>
Asynchronous Work:<br>
Standards Check-in: [link to doc](#)<br>
Synchronous Work:<br>
Debrief of Standards Check-in/Plan<br>
*What Priority Content Standards do you still need to "Dig" in FW?*<br>
Optimistic Closure |
| TBD       |          | Planning Day for the Priority Content Series                            |
AGENDA ITEM #: 12.2

SUBJECT:
Public Hearing for Sufficiency of Instructional Materials

BACKGROUND INFORMATION:
California Education Code Section 60119 requires that local governing boards hold an annual public hearing to determine whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

FISCAL IMPLICATIONS:
There are no fiscal implications.

RECOMMENDATION:
The Superintendent recommends this public hearing for Sufficiency of Instructional Materials.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
AGENDA ITEM #: 12.3

SUBJECT: Resolution for Sufficiency of Instructional Materials

BACKGROUND INFORMATION:
Education Code Section 60119 requires that local governing boards adopt a resolution stating whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

FISCAL IMPLICATIONS: There are no fiscal implications.

RECOMMENDATION: The Superintendent recommends that the Board approve the Resolution for Sufficiency of Instructional Materials.

PRESENTED BY: Sean Snider, Assistant Superintendent, Educational Services
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
JACKSON, CALIFORNIA
RESOLUTION NO. 20/21-007

RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS:

Whereas, the Board of Trustees of Amador County Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on September 23, 2020 at 3:30 PM, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board of Trustees provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the Board of Trustees encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the Board of Trustees at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- **Mathematics** –
  - Grades 7-12: Algebra 1: CPM
  - Geometry: CPM
  - Algebra II: CPM
  - PreCalculus/Trig: Houghton Mifflin
  - Calculus: CPM Analysis, Houghton Mifflin, Calculus/Single Variable
  - AP Calculus: Houghton Mifflin, Calculus/Single Variable

- **Science** –
  - Grades TK-6: MacMillan/McGraw Hill- California Science
  - Grades 7-12: Biology and Ag Biology: Glencoe California Edition
  - Physics: Glencoe, Physics Principles and Problems
  - Chemistry: Glencoe, Chemistry Matter and Change
  - Life Science: Holt, Biology California
  - AP Biology: Pearson Biology AP Edition
  - Anatomy and Physiology: Mosby Anthony's, Anatomy and Physiology

California Department of Education
• History-social science –
  Grades TK-6: Harcourt- California Reflections
  Grades 7-12: World Geography: Glencoe
  AP European History: Western Civilization
  AP US History: The American Pageant
  AP World History: The World's History
  AP Government: Glencoe/McGraw-Hill
  Economics: New Ways of Thinking
  AP Human Geography: Human Geography: People, Place and Culture

• English/language arts, including the English language development component of an adopted program –
  Grades TK-6: Benchmark Education- Benchmark Advance
  Grades 7-12: Houghton Mifflin Harcourt California Collections
  AP Language and Composition Examination
  AP Literature and Composition Examination

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2020-2021 school year, the Amador County Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

© California Department of Education, February, 22, 2005

Revised October, 2008
Amador County Public Schools

DATE: September 23, 2020

AGENDA ITEM #: 12.4

Motion: ________________
Second: ________________
Vote: ________________

SUBJECT:
Job Description: Teacher on Special Assignment (TOSA), Career Technical Education (CTE) – Discussion/Action

BACKGROUND INFORMATION:
The Teacher on Special Assignment (TOSA), Career & Technical Education (CTE) assists site principals, and CTE teachers in administering, monitoring and implementing the requirements for a quality CTE and dual enrollment program and all grant requirements. Provides leadership and support for the staff and collaborates with administrators, instructional staff, and community members in assuring that appropriate CTE curriculum and instructional practices are occurring in all classrooms. The TOSA, CTE meets with CTE teachers individually and in small groups, with local, regional and statewide members of the public involved in CTE, and professional learning communities to support implementation of CTE program requirements.

FISCAL IMPLICATIONS:
Salary and benefits funded by the STRONG Work-Force Program Grant.

RECOMMENDATION:
The Superintendent recommends the Board of Trustees approval of the job description for the position of Teacher on Special Assignment (TOSA), Career & Technical Education (CTE).

PRESENTED BY:
David Vicari, Assistant Superintendent of Human Resources & Labor Relations
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
TEACHER ON SPECIFICAL ASSIGNMENT (TOSA), CAREER TECHNICAL EDUCATION (CTE)

JOB DESCRIPTION:

The Teacher on Special Assignment (TOSA), Career Technical Education (CTE) assists site principals, and CTE teachers in administering, monitoring and implementing the requirements for a quality CTE and dual enrollment program and all grant requirements. Provides leadership and support for the staff and collaborates with administrators, instructional staff, and community members in assuring that appropriate CTE curriculum and instructional practices are occurring in all classrooms. The TOSA, CTE meets with CTE teachers individually and in small groups, with local, regional and statewide members of the public involved in CTE, and professional learning communities to support implementation of CTE program requirements.

REPORTS TO: Assistant Superintendent, Educational Services

MAJOR DUTIES AND RESPONSIBILITIES:

1. Assist with and promote high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards including, but limited to, helping to provide a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.

2. Assists in providing pupils with high quality career exploration and guidance.

3. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary education institutions, documented through formal written agreements.

4. Works with post-secondary education institutions to provide dual-enrollment opportunities for high school students.

5. Forms ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees.

6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.

7. Reflects regional or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupation.

8. Works to create industry recognized credentials, certificates, and appropriate post-secondary education, or employment pathways.

9. Assist in recruiting and retaining a skilled staff and assists with professional development opportunities for those teachers and faculty.

10. Works with the business office on the application and expenditure reporting requirements of all career technical program grants, including Carl D. Perkins Career Technical Education grant, Agricultural Career Technical Education Incentive grant, K-12 Strong Workforce Program (K-12 SWP), CRANE, etc. (application, budget revisions, quarterly claims, expenditure reports).

11. Reports data, as a program participation requirement to allow for an evaluation of the program.

Board Approved: ____________________
12. Create plans to meet the data reporting requirements outlined as part of the grant criteria including the following:
   • The number of pupils completing high schools.
   • The number of pupils completing CTE coursework.
   • The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.
   • The number of former pupils employed and the types of businesses in which they are employed.
   • The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship, or another form of job training.

13. Promotes the CTE programs through outreach, marketing, and communications.

14. Collaborates with consortium members.

15. Works with CTE teachers in forming, maintaining, and growing advisory groups.

16. Participates in or leads meetings, workshops and seminars with CTE employees new to the district.

17. Assists staff in providing the best possible learning environment for all students.

18. Collaborates with others (e.g. teachers, counselors, administrators, students, parents, other District personnel, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.

19. Maintains a variety of detailed records in a variety of written and electronic formats.

20. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.

21. Other related duties as assigned.

QUALIFICATIONS AND REQUIREMENTS:

Training and/or Education:
Bachelor’s Degree or higher from an accredited university
Knowledge of Career Technical Education programs and associated grants

Experience:
Demonstrated ability in secondary school instruction and curriculum development
Demonstrated ability as an administrator

Licenses or Certification:
Current valid California teaching credential
Valid California drivers’ license and evidence of insurance, TB, and criminal justice fingerprint clearance.

Physical Requirements:
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 frequently required to stand and talk or hear and
sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lb. such as boxes of books. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and staff.

PAY RANGE AND WORK DAYS:

Annual certificated contract days plus 10 extra days
AGENDA ITEM #: 12.5

Motion: ________________
Second: ________________
Vote: ________________

SUBJECT:
Superintendent’s 2020-2021 SMART Goals

BACKGROUND INFORMATION:
The Superintendent’s contract includes evaluation based on SMART goals. SMART is an acronym for sustainable, measurable, action-oriented, results-driven, and time-bound. This is an opportunity for the Board to discuss and approve the goals, which were developed based on feedback from the Board of Trustees in closed session on June 24, 2020.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends that the Board approve the goals.

PRESENTED BY:
Amy L. Slavensky, Ph.D., Superintendent of Schools
## Superintendent’s SMART Goals
### 2020 – 2021

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>SMART Goals</th>
<th>Strategies</th>
<th>Metrics</th>
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</table>
| **1. CULTURAL COMPETENCE AND EQUITY-BASED MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)** | 1. By June 30, 2021, all managers will participate in a series of cultural competence training, evidenced by sign-in logs and session agendas.  
2. By June 30, 2021, all employees will experience at least one equity/cultural competence professional learning opportunity, evidenced by sign-in logs and session agendas.  
3. By June 30, 2021, all principals will provide a site-based professional learning series to support full implementation of equity-based MTSS, evidenced by sign-in logs and session agendas.  
4. By June 30, 2021, all schools will increase levels of MTSS implementation in all three areas, evidenced by reduced referrals to special education and students exited from special education. | LCAP Goal #1 actions and services district-wide:  
- Professional learning  
- Teacher collaboration  
- Principal/teacher support and coaching  
- School-wide AVID strategies  
LCAP Goal #2 actions and services district-wide:  
- School climate strategies  
- Anti-bullying/kindness clubs  
- Counselors’ lessons and intervention strategies  
- ACES and TIPS strategies  
- Professional learning  
- AVID, WEB, and Link Crew  
- PBIS and supplemental materials  
- Restorative Justice practices | Academic  
- CAASPP data (if available)  
- CA School Dashboard data  
- Grades TK-6 district assessment data  
- Grades 7-10 AVID data  
- SEIS SWD identification data  
Behavioral  
- CA School Dashboard data  
- TK-12 Aeries behavior data  
Social-emotional  
- California Healthy Kids Survey  
- Counselor contacts/logs  
- Suspension rates (district)  
Equity/Cultural Competence  
- Logs  
- Agendas  
- Sign-in sheets  
- Reduced formal complaints |

Draft 09/03/2020; for Board discussion/action on 09/23/2020  
SEIS = Special Education Information System  
SWD = Students with Disabilities  
LCAP = Local Control Accountability Plan  
MTSS = Multi-tiered Systems of Support  
ACTA = Amador County Teachers’ Association  
SEAC = Special Educators of Amador County  
CSEA = Classified School Employees Association
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<th>Focus Area</th>
<th>SMART Goals</th>
<th>Strategies</th>
<th>Metrics</th>
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<tr>
<td><strong>2. SPECIAL EDUCATION TRANSFER AND SUPPORT</strong></td>
<td>5. By November 1, 2020, negotiations to transfer SEAC members from ACOE to ACUSD will be completed, evidenced by the transfer of the mild-moderate teachers.</td>
<td>• SpEd Steering Committee meetings</td>
<td>• Negotiations agendas and calendar invitations</td>
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<td>6. By June 30, 2021, the SpEd Steering Committee will convene, meet monthly, and collaborate to ensure a smooth program and staff transfer, evidenced by meeting agendas and calendar invitations.</td>
<td>• SpEd Study Team meetings</td>
<td>• SpEd Steering Committee meeting agendas</td>
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<td>7. By June 30, 2021, a new SpEd Study Team will convene, work together, and make a recommendation to the Board for potential additional program transfer, evidenced by meeting agendas and Board documents.</td>
<td>• Weekly collaboration meetings with SELPA director and ACOE superintendent</td>
<td>• MOUs and other related formal and informal agreements</td>
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<td>• Negotiating in good faith with SEAC, ACTA and CSEA</td>
<td>• Reduced referrals to special education</td>
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<td>• Collaboration with SEAC, ACTA, and CSEA labor partners</td>
<td>• Exit students from special education</td>
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<td>• SpEd fiscal analyses and interim budget reports</td>
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<td>• SpEd human resources work</td>
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<td>• Collaboration with critical friend and/or external facilitators</td>
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<td>• Full implementation of MTSS</td>
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### Focus Area | SMART Goals | Strategies | Metrics
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### 3. STUDENT ACHIEVEMENT
Assess for and mitigate learning loss associated with the COVID-19 pandemic
Minimize opportunity and achievement gaps associated with students from low income homes and students of color
Strengthen mathematics student achievement and related professional learning and collaboration

8. **By June 30, 2021,** all students in grades 3-8 and 11 will show a 3 percentage point increase in meeting/exceeding **mathematics** standards on the CAASPP (if administered in CA) or will show growth on district assessments.

9. **By June 30, 2021,** SWD in grades 3-8 and 11 will show a 5 percentage point increase in meeting/exceeding **mathematics** standards on the CAASPP (if administered in CA) or will show growth on district assessments.

10. **By June 30, 2021,** SWD in grades 3-8 and 11 will show a 5 percentage point increase in meeting/exceeding **English language arts** standards on the CAASPP (if administered in CA) or will show growth on district assessments.

**Emphasis on mathematics:**
- Gradual implementation of new high school graduation requirements
- Strengthened Career Technical Education (CTE) pathways
- College Career Readiness Grant
- AP course alignment
- AVID strategies

**Strategies:**
- Distance and Hybrid Learning support (trainings, resources, communication, etc.)
- Communication with families
- Monthly principal coaching
- Professional learning
- Teacher collaboration
- Formative/interim assessments
- Site-based professional learning and data inquiry cycles
- MTSS and interventions
- SpEd/GenEd collaboration
- Other LCAP actions and services

**Metrics:**
- CAASPP data (if available)
- CA School Dashboard data
- TK-6 district assessment data
- AVID data
- CTE data
- College-going data
- Core materials provided
- Supplemental materials provided
- Teacher vacancies filled
- Class sizes within contractual limits

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Draft 09/03/2020; for Board discussion/action on 09/23/2020

MTSS = Multi-tiered Systems of Support
SEIS = Special Education Information System
SWD = Students with Disabilities
LCAP = Local Control Accountability Plan

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