AGENDA

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

MASKED REQUIRED FOR UNVACCINATED INDIVIDUALS WHILE INDOORS

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

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1. CALL TO ORDER

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

4. PUBLIC COMMENTS ON CLOSED SESSION

5. CLOSED SESSION


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

6. RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7. PLEDGE OF ALLEGIANCE

8. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

9. PRESENTATIONS AND RECOGNITIONS

10. EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)

   1. Amador County Teachers Association (ACTA) (Mr. Hunkins)
   2. California School Employees Association (CSEA) (Ms. Cramer)

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

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

12. CONSENT AGENDA (Approximately 10 minutes)

   The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website.
1. Minutes
   a. Board Meetings 11/3/21

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

3. Business (Mr. Critchfield)
   a. Warrants issued between: 10/29/2021 - 11/12/2021

4. Educational Services (Mr. Snider)
   a. Operational Agreement between Nexus and ACUSD / ACOE for the Family Urgent
      Response System (FURS) Program

5. Donations

13. DISCUSSION/ACTION ITEMS

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

2. Developer Fee Resolution: 21/22-011 (Discussion Only) (Mr. Critchfield)
   Per Government Code sections 66001 (d) 66006 (b), the District is required to report
   annually to the Board and the Public on the Developer Fee Fund. Prior to the report, the
   Superintendent must make available copy of the Resolution along with any exhibits. The
   Superintendent further needs to inform the Board that the time and place of the adoption
   meeting was mailed at least 15 days prior to the approval meeting to anyone who has
   requested the report.

3. Job Description: Director, Alternative Special Education (Dr. Gibson)
   On October 6, 2021, both ACUSD and ACOE provided the Board with updates regarding
   the current review status of each LEA. Those reviews force the district to create plans to
   improve overall services in specific areas of need for students with special needs. ACUSD
   and ACOE have lacked support in alternative special education programs, and specifically
   led ACOE to be in an intensive review with CDE. The Director of Alternative Special
   Education will serve as a way to bridge a large gap to support the needs of all students
   who participate in the corresponding programs, as well as those served into adulthood.
   This position serves as part of the restructuring needed throughout our organization in
order to better serve the students of Amador County.

4. Updated Administrative Salary Schedule (Dr. Gibson) Changes to the Administrative Salary Schedule are noted in red.

5. Educator Effectiveness Block Grant Plan- First Reading (Mr. Snider) The Educator Effectiveness Block Grant provides funds to support professional learning for teachers, administrators, paraprofessional educators, and other school staff. The California Department of Education has approved 10 areas for the Educator Effectiveness funds to be used to support professional learning. Each area is detailed in the accompanying grant plan.

6. Move the December 8, 2021 Regularly Scheduled Board meeting to Monday, December 13, 2021 Due to a Scheduling Conflict (Dr. Gibson) Due to the CSBA (California School Board Association) Conference, the regularly scheduled meeting will be difficult to prepare within the required 72 hours notice. If possible, we request to move the meeting to Monday, December 13, 2021 at the usual time.

14. REPORTS

1. Report from Superintendent (Dr. Gibson)

2. Reports and Remarks from Board Members

15. NEXT MEETING

ACUSD Regular Meeting: Monday, December 13, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will start at 6:30 pm.

16. ADJOURNMENT

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

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

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was
posted for a prior meeting within specified time limits. [Government Code §54954.2]
12. 1. a. Board Meetings 11/3/21

Supporting Documents

- minutes 11.3.21
- Minutes 11.3.21 special
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Attendees
Voting Members
Julia Burns, Board Member
James Marzano, Board of Trustees Member
1. CALL TO ORDER

2. BOARD MEMBERS

3. ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4. PUBLIC COMMENTS ON CLOSED SESSION

5. CLOSED SESSION

      Negotiators: ACUSD Employee Organization: Amador County Unified School
      District, Classified Employees Association, CSEA, Chapter 239.

   2. Conference with Labor Negotiator – Government Code 54957.6 Agency
      Negotiators: ACUSD Employee Organization: Amador County Teachers
      Association – CTA/NEA.

      Negotiators: ACUSD Employee Organization: Classified and Certificated
      Employees not listed above.

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

6. RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7. PLEDGE OF ALLEGIANCE

8. SWEARING IN OF STUDENT BOARD MEMBERS/SHORT RECESSION

9. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

10. PRESENTATIONS AND RECOGNITIONS

11. EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)

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

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

12. PUBLIC COMMENTS ON AGENDA ITEMS (Approximately 20 minutes maximum)
13. CONSENT AGENDA (Approximately 10 minutes)

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

1. Minutes
   a. Board Meeting 10/06/21

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

3. Business (Mr. Critchfield)
   a. Warrants issued between 10/1/2021 and 10/27/2021

4. Educational Services (Mr. Snider)

5. Surplus

6. Donations

14. DISCUSSION/ACTION ITEMS

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

2. Public Hearing: Resolution ACUSD 21/22-010 - GANN Limit

3. Resolution ACUSD 21/22-010 - GANN Limit
   Motion made by: Julia Burns
   Motion seconded by: Jim Whitaker
   Voting:
   Unanimously Approved

4. Board Policy Updates
Approved with the changes to the High School Graduation requirements to state three years of math and science requirement.

Motion made by: Jim Whitaker  
Motion seconded by: Deborah Pulskamp  
Voting:  
Unanimously Approved

a. Board Policy 4131 Staff Development (Mr. Snider)
b. Board Policy 6120 Response to Instruction and Intervention (Mr. Snider)
c. Board Policy 6146.1 High School Graduation Requirements (Mr. Snider)
d. Board Policy 6164.5 Student Success Teams (Mr. Snider)
e. Board Policy 4141/4241 Collective Bargaining Agreement (Mr. Vicari)
f. Board Policy 4158/4258/4358 Employee Security (Mr. Vicari)
g. Board Policy 3511.1 Integrated Waste Management (Mr. Critchfield)
h. Board Policy 3516.5 Emergency Schedules (Mr. Critchfield)
i. Board Policy 7211 Developer Fees (Mr. Critchfield)

5. AVID Tutor Job Description (Mr. Snider)  
Motion made by: Julia Burns  
Motion seconded by: Preston Smith  
Voting:  
Unanimously Approved

15. REPORTS

1. Report from Superintendent (Dr. Gibson)

Dr. Gibson thanked the principals and Mr. Snider for the time they have spent working on their goals despite the difficult last 18 months. She ahs been meeting them outside their school sites and their goals have seen amazing improvement. They’re creative, kid-focused and program-focused and innovative. The Big Game events have been great, and it was great to be a part of the parade in downtown Jackson. She looks forward to doing the same with Amador High School and a congratulation to Argonaut to making it to football playoffs.
2. Reports and Remarks from Board Members

**Preston Smith:** Amador has continually ensured their students are motivated through various extracurricular activities and performances. The transition for many students from online learning to regular high school living has been a rough transition for some. The fall sports have been doing amazing and many students are supporting the sports in the student section. Amador Drama has been performing in the county to great success. The student body has shown great comradery amongst all these events. Leaders on campus have lived by example to motivate students to continue in their academic endeavors.

**Ryan Billingsley:** There's only the Senior class that knows how high school works on a regular campus. Freshman orientation was very well attended this year. Argonaut Homecoming was a success, the younger students are learning what it's like to attend home sporting events. Congratulations to Argonaut football for making it to the playoffs. I'm very proud of our student body so far. The staff had low expectations of the downtown rallies, but the students had an amazing turnout, and it was the best he had seen so far. Very proud of how the school is going.

**Jim Whitaker:** Pioneer Elementary and Pine Grove schools are looking amazing, great curriculum. Independence showed Jim all the new equipment and pathways for students. The new funding for them has been amazing with good use of their funds. Hopefully next year we can try the electric bus in Ione.

**Julia Burns:** Julia thanked Torie for having an open and approachable communication style and can refer parents to her and the cabinet. Proud of cabinet for having concrete answers for her. Welcomes student board members and proud of their level of communication. It was exciting to see so many public speakers. She is a staunch supporter of the public education system and hopes to produce amazing adults from these students.

**James Marzano:** Whitaker and Marzano walked Pioneer Elementary, and it was amazing. At awe with the student board members' level of maturity and communication and looking forward to what they bring. The downtown rally was very impressive. The Big Game was great and excited for playoffs.

**Deborah Pulska**: Thanked all the public speakers. Nice to see thought-out arguments and comments, the Board appreciates that. While they were all passionate, she received a comment from an individual that was not comfortable coming. Please share your views with your Board members so that all voices can be heard.

**Kandi Thompson:** Welcomes the new student board members and explains how she established them. Thanked everyone for coming to the meeting and making sure their voices are heard. The Board does not take it lightly. The group was very respectful. It was nice to hear everyone and be respectful. Wants to wish everyone a Happy Thanksgiving. Very thankful to be on the Board. Seeing all the campuses and seeing the differences our votes make is amazing. Regardless of how we vote, some people will be upset, but that's what the Board signed up for.

16. NEXT MEETING

17. ADJOURNMENT
ACUSD SPECIAL BOARD MEETING
OPEN SESSION APPROXIMATELY 7:30 PM

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Attendees
Voting Members
Julia Burns, Board Member
James Marzano, Board of Trustees Member
Meeting Minutes

1. CALL TO ORDER

2. BOARD MEMBERS

3. ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

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

6. CONSENT AGENDA (Approximately 10 minutes)

   Motion made by: Julia Burns
   Motion seconded by: Deborah Pulskamp
   Voting:
   Unanimously Approved

   1. Miscellaneous (Dr. Gibson)
      a. Out of State Conference Request

7. DISCUSSION/ACTION ITEMS

8. NEXT MEETING

9. ADJOURNMENT

Chairperson  Secretary
12. 2. a. Current Personnel Recommendations

Background Information

NEW POSITIONS

Certificated - Administrative
Director, Alternative Special Education, 8 hours/12 months

Classified Management

Certificated
Assistive Technology Specialist, 3.5 hours/11 months. Only for the 2020-2021 school year.

Classified
Car/Van Driver, 4.5 hours/11 months, three positions

ELIMINATED POSITIONS

Classified Management

NEW HIRES, TRANSFERS, LEAVES: CERTIFICATED

Certificated Administrative - New Hire
Certificated - New Hire
Certificated - Voluntary Transfer
Certificated - Additional Duties
Certificated - New Temporary Hire
Certificated - Unpaid Leave

Coaches Fall 2021-2022

NEW HIRES, TRANSFERS, LEAVES: CLASSIFIED

Classified - Administrative New Hire

Classified - Unpaid Leave of Absence
Debra D'Agostini, Library Clerk, 6 hours/11 months, Plymouth Elementary, Unpaid Leave of Absence, effective October 21, 2021 through June 3, 2022

Classified - Placed on 39 month rehire list
Gerald Howe, Network Technician, 8 hours/12 months, Technology, effective November 2, 2021

Classified - New Hire
Moriah Ornouski, Instructional Aide-Intervention, 3.75 hours/11 months, Plymouth Elementary, effective November 18, 2021
Rachel Ibach, Special Education Technician, 8 hours/12 months, District Office, effective November 29, 2021
Roxanne Fausett, Administrative Assistant III/Dispatcher, 8 hours/12 months, Transportation, effective November 18, 2021
Stacy Foster, Kindergarten Aide, 3.5 hours/11 months, Sutter Creek Primary, effective November 18, 2021
Toni Wilkerson, Instructional Aide-Intervention, 3.75 hours/11 months, Jackson Elementary, effective November 18, 2021

**Classified – Increase of hours**
Jina Traverso, Campus Supervisor, 6 hour/11 months, to 7 hours/11 months, Jackson Junior High, effective November 18, 2021
Andrea Hoover, Instructional Aide SPED, 5.5 hours/11 months to 6 hours/11 months, Jackson Junior High, effective November 18, 2021

**Classified – Internal Transfer Voluntary**
Selena Garcia-Pena, Instructional Aide SPED, 6 hours/11 months, Argonaut High School to 6 hours/11 months, Jackson Elementary, effective November 22, 2021

**RESIGNATIONS**

**Certificated – Resignation**

**Classified - Resignation**
Samantha Scholl, Instructional Assistant-SPED, 6 hours/11 months, Argonaut High School, effective November 5, 2021
Carole Sorini, Maintenance Worker I, 8 hours/12 months, Ione Elementary, effective November 12, 2021
Wendy Blackwell, Food Service Worker III, 6 hours/11 months, Argonaut High School, effective November 30, 2021
Young Kim, Behavior Intervention Instructional Aide, 6 hours/11 months, Plymouth Elementary, effective November 30, 2021

**Fiscal Implications**
N/A

**Recommendation**
Approve Human Resources Consent Agenda

**Presented by**
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
Superintendent Gibson recommends approving this.

Jared Critchfield, Assistant Superintendent of Business Services

Fiscal Implications
See Warrants.

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Jared Critchfield, Assistant Superintendent of Business Services

Supporting Documents

ACUSD Warrants through 11-12-2021
## Warrants

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

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

This operational agreement states that Nexus and Amador County Unified School District intend to work together toward the mutual goal of providing maximum available assistance for current or former foster youth residing in Amador County.

The Family Urgent Response System (FURS) Program is designed to provide current and former foster youth and their caregivers with immediate, trauma-informed support when they need it; prevent placement disruption; preserve the relationship between the child or youth and their caregiver; provide a trauma-informed alternative for families who previously resorted to calling 911 or law enforcement; reduce hospitalization, law enforcement contacts, and placement in out-of-home facilities; promote healing as a family; improve retention of current foster caregivers; and promote stability for youth in foster care, including youth in extended foster care. Both agencies believe that the implementation of the Family Urgent Response System (FURS) program will further this goal.

Fiscal Implications

None

Recommendation

The Superintendent recommends approval of this operational agreement

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

FURS Program Operational Agreement- Nexus-ACUSD-ACOE 2021
Family Urgent Response System (FURS) Program
Operational Agreement
between
Nexus Youth & Family Services
and
Amador County Office of Education
Amador County Unified School District

This operational agreement stands as evidence that Nexus Youth & Family Services (Nexus) and Amador County Office of Education (ACOE)/Amador County Unified School District (ACUSD) intend to work together toward the mutual goal of providing maximum available assistance for current or former foster youth residing in Amador County. FURS is a coordinated statewide, regional, and county-level system designed to provide collaborative and timely statewide phone-based response and county-level in-home, in-person mobile response during situations of instability, to preserve the relationship of the caregiver and the child or youth. The Family Urgent Response System (FURS) Program is designed to provide current and former foster youth and their caregivers with immediate, trauma-informed support when they need it; prevent placement disruption; preserve the relationship between the child or youth and their caregiver; provide a trauma-informed alternative for families who previously resorted to calling 911 or law enforcement; reduce hospitalization, law enforcement contacts, and placement in out-of-home facilities; promote healing as a family; improve retention of current foster caregivers; and promote stability for youth in foster care, including youth in extended foster care. Both agencies believe that the implementation of the Family Urgent Response System (FURS) program, as described herein, will further this goal. To this end, each agency agrees to participate in the program by coordinating/providing the following services:

The Nexus FURS program will closely coordinate the following services with ACOE and ACUSD through the following efforts:

- Amador County Unified School District Foster Youth Educational Liaison will be readily available to Nexus for service provision through referring foster caregivers and children or youth, per California Department of Social Services (CDSS) legal requirements. The Foster Youth Educational Liaison and Nexus staff will readily share information regarding all foster youth and their placements in Amador County. Crisis referrals will be accepted via telephone. Other referrals will be made upon placement in Amador County by using the Nexus Youth & Family Services FURS Confidential Concerned Person Referral Form as well as the Authorization to Exchange Information document.

- Schedule meetings as needed between the FURS Project Director and Amador County Unified School District Foster Youth Educational Liaison to discuss strategies, timetables, and implementation of mandated services.

The formal referral system that is already in place is comprised of:
- A toll-free hotline available 24 hours a day, 7 days a week staffed with caring counselors trained in conflict resolution and de-escalation techniques for children and youth impacted by trauma.
- County Mobile Response System and Stabilization Teams also available 24 hours a day, 7 days a week.
- In-home de-escalation, stabilization, conflict resolution, and support services and resources.
- Ongoing support services beyond the initial mobile response.
- Documents with contact information are available that explain the FURS program.
- Nexus FURS team including clinical staff, youth advocate, and parent partner is readily available to provide services to foster youth, former foster youth and caregivers.

**Roles and Responsibilities of Nexus Youth & Family Services**

Nexus shall provide the County of Amador's Family Urgent Response Mobile System (FURS) for foster youth, former foster youth and their caregivers.

Nexus shall develop a plan, including materials, for informing all caregivers and current or former foster children or youth about the statewide hotline. This plan will utilize a coordinated approach to respond to calls received from the statewide FURS hotline.

Nexus’ plan shall include the following Phases of Intervention:

a. **Prevention:** Nexus intends to partner with placement agencies to provide information and referral services to support access to services to meet the physical, emotional, and mental health needs of foster youth. At the time of placement, social workers will provide resource families and foster youth information about the program and how to access it. The process of providing information and referral is a proactive prevention approach designed to increase and strengthen the protective factors of individuals and families. The FURS team will work with referred families to identify individual needs, potential challenges, or hindrances to stability, as well as goals for successful placement.

b. **Phone Triage:** To maximize efficiency and fiscal sustainability, Nexus has implemented a FURS team to receive the warm hand-off from the statewide FURS Hotline, any time of day or night. The Nexus FURS team will provide 24-hour phone assessment and triage for foster caregivers and foster youth in need of support. The FURS team will provide prevention and intervention services in addition to any necessary crisis services. Their experience includes at least three years providing crisis services, and they are skilled at quickly building rapport with callers, understanding their needs, and determining the next best course of action. Nexus will provide a published FURS phone number that connects directly to the on-call system. If a caller’s need is not urgent, the on-call team will work with them to determine a time for a mobile response team visit within 24 hours. If the caller has an urgent need or requests in-person support, the FURS team will respond immediately (within 2 hours). Nexus will utilize the Apricot Essentials database, a
technology platform used by many providers in the state, to identify whether a caller has previously utilized FURS services and if they have existing safety plans.

c. **In-Person Response:** The Nexus FURS team will be available to respond in-person to FURS calls 24 hours a day, seven days a week. Upon receiving the warm handoff from the FURS Hotline, the FURS response staff will travel to the youth’s home, school, or other location where the crisis is occurring. Upon arrival, the staff will assess for youth safety, psychiatric or substance use concerns, and ecological factors that may have contributed to the crisis. Staff then provide an array of tailored interventions designed to diffuse and stabilize the immediate situation, including 1) engaging with the youth and caregiver separately so each can share their perspectives, 2) bringing the youth and caregiver together when both are stable to facilitate reconnection and collaboratively explore next steps, 3) observing the child and caregiver’s interactions and providing in-the-moment coaching in response to the dynamics observed, 4) providing skills coaching for youth to help them identify and practice functional skills (self-care, self-regulation, self-expression, other adaptive behaviors), 5) providing coaching and support to the caregiver to enhance their capacity to respond to the child’s behaviors, as well as to practice self-care techniques, and 6) collaboratively creating a Stabilization Plan to enhance youth and caregiver capacity to manage instability without formal support, if possible. FURS staff will provide linkages and referrals to needed services and resources when appropriate. While stabilizing the current crisis is the FURS goal, crises may present that require further intervention. If staff assess the youth as at imminent risk of harming themselves or another person, FURS staff will coordinate with either the local crisis team or law enforcement to provide further evaluation.

d. **Follow-up Services:** FURS staff can provide follow-up services for families through phone calls, virtual meetings, or visits to their home or other location identified by the family. The Nexus FURS team will follow up with the family following the crisis with an individualized prevention and intervention program, the Brief Risk Reduction Interview and Intervention Model (BRIIIM); this model will be used to engage and empower caregivers and children and youth to work together to build knowledge and skills to better manage difficult situations. Follow-up services may include 1) in-the-moment coaching, 2) engaging the youth and family’s network of supports and services to avoid duplicative interventions, and 3) linkage and referrals to ensure connection to culturally responsive services and community resources. After in-person response, FURS staff will follow up with the State Hotline and County within 24 hours to communicate outcomes and other relevant information. As ongoing follow-up services are provided, FURS staff will maintain active communication with the Hotline and County to communicate information regarding client needs and linkages.

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

Amador County Office of Education and Amador County Unified School District agrees to formally refer and collaborate regarding foster youth, former foster youth, and resource families
at the time of placement for FURS services including prevention, intervention, and crisis response.

This agreement will be in effect through June 30, 2024. We, the undersigned, as authorized representatives of Nexus Youth & Family Services and Amador County Office of Education and Amador County Unified School District do hereby approve this document.

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

[Signature]
Tara Parker
Director of Grants Administration
Nexus Youth & Family Services

[Signature]
Sean Snider
Assistant Superintendent, Educational Services
Amador County Office of Education
Amador County Unified School District

10/5/2021
Date

Date
Background Information
Pioneer Elementary received donations to support their Harvest Festival. Plymouth Elementary received a donation to help fund its music program. Independence High received donations for their graphic and print design departments.

Fiscal Implications
N/A

Recommendation
Superintendent Gibson recommends approving these donations.

Presented by
Torie Gibson, Superintendent

Supporting Documents
- Pioneer Donation
- Pioneer Donation 2
- Plymouth donation
- Independence Donation
- Independence Donation 2
AMADOR COUNTY PUBLIC SCHOOLS
Acknowledgment of Donation of Gift/Contribution to District

Date: 11/3/21  
School Site / Department: Pioneer Elementary School  
Name of person completing this form: Tina Lowery  
Description of Gift / Contribution: $150  
No goods or services were provided by Amador County Public Schools in return for the contribution.  
Does the gift/contribution require Maintenance Department services for installation?  
☐ Yes  ☑ No

*If yes, Maintenance Department completes this section.
  Required materials for installation: _____  
  Labor costs of installation: _____  
  Total: _____**  
  Maintenance Director’s Signature: ________________________________

Name of Donee/Contributor: Mary Stone  
Mailing Address: 25093 Overland Dr  
Town: Volcano  
Zip: 95689  
Telephone No.: 209-295-3507

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

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

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

Mary Stone
25093 Overland Drive
Volcano, CA 95689

Dear Ms. Stone,

On behalf of the students and staff at Pioneer Elementary School, I would like to personally thank you for your generous donation of $150 towards our Harvest Festival. We are very excited to host our first Harvest Festival. This donation will greatly help cover the cost of supplies needed to help make this event a success.

Working together for our youth takes a community effort and we thank you for your involvement. Your generosity is beyond words.

Sincerely,

Carmen Glaister,
Principal
Pioneer Elementary School
carmen.glaister@acusd.org
AMADOR COUNTY PUBLIC SCHOOLS
Acknowledgment of Donation of Gift/Contribution to District

Date: 11/3/21
School Site / Department: Pioneer Elementary School
Name of person completing this form: Tina Lowery
Description of Gift / Contribution: $100 for Harvest Festival
No goods or services were provided by Amador County Public Schools in return for the contribution.
Does the gift/contribution require Maintenance Department services for installation?  ☑ Yes ☐ No

If yes, Maintenance Department completes this section.
  Required materials for installation: _____
  Labor costs of installation: _____
  Total: _____**
  Maintenance Director’s Signature: _______________________________

Name of Donee/Contributor: Amador Upcountry Rotary Club
Mailing Address: PO BOX 460
Town: Pioneer Zip: 95666
Telephone No.: N/A

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

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

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

Andy O’Loan
Amador UpCountry Rotary Club
PO Box 460
Pioneer, CA 95666

Dear Members,

On behalf of the students and staff at Pioneer Elementary School, I would like to personally thank the Amador Upcountry Rotary Club for their generous donation of $100 towards our Harvest Festival. We are very excited to host our first Harvest Festival. This donation will greatly help cover the cost of supplies needed to help make this event a success.

The partnership that you have created with the staff and students at Pioneer Elementary School is unique. We are excited that this partnership will continue for years to come. Your generosity is beyond words.

Sincerely,

Carmen Glaister,
Principal
Pioneer Elementary School
carmen.glaister@acusd.org
AMADOR COUNTY PUBLIC SCHOOLS
Acknowledgment of Donation of Gift/Contribution to District

Date: 1/2/21
School Site / Department: Plymouth Elementary
Name of person completing this form: Dana Holmes
Description of Gift / Contribution: $ 1,000.00
No goods or services were provided by Amador County Public Schools in return for the contribution.
Does the gift/contribution require Maintenance Department services for installation? ☐ Yes ☑ No

If yes, Maintenance Department completes this section.
Required materials for installation: ______
Labor costs of installation: ______
Total: ______**
Maintenance Director’s Signature: __________________________

Name of Donee/Contributor: Theresa Mungas
Mailing Address: 10351 Valley Dr.
Town: Plymouth, Ca. 95669 Zip:
Telephone No.: __________________________

Have you acknowledged receipt of gift/contribution with a thank you letter?
☑ Yes ☐ No

(If yes, please attach a copy of thank you letter.)

**Note: If maintenance and material costs for installation are unbudgeted or prohibitively high, the Superintendent may recommend Board rejection of the gift/contribution.
Ms. Theresa Mungas
10351 Valley Dr.
Plymouth, Ca. 95669

On behalf of the students and staff of Plymouth Elementary School, please accept my gratitude for your generous donation. The memory of your father will enlighten our school community with the generosity of your gift towards our music program.

Our music teacher has expanded our program to include strings/orchestra this year. The students will benefit from new instruments for years to come.

Thank you again for supporting our school.

Sincerely,

Joe Horacek
Principal
AMADOR COUNTY PUBLIC SCHOOLS
Acknowledgment of Donation of Gift/Contribution to District

Date: 11/3/21
School Site / Department: Independence High
Name of person completing this form: Melissa Case
Description of Gift / Contribution: 4 boxes of clip art books
No goods or services were provided by Amador County Public Schools in return for the contribution.

Does the gift/contribution require Maintenance Department services for installation?  ☑ Yes ☐ No

*If yes, Maintenance Department completes this section.*
Required materials for installation: ______
Labor costs of installation: ______
Total: ______**
Maintenance Director’s Signature: ________________________________

Name of Donee/Contributor: Debbie Collins- Amador Ledger Print/ALP Graphics
Mailing Address: 11020 Hwy 49
Town: Jackson Zip: 95642
Telephone No.: n/a

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

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

Form No. 49 (Rev. 3/2008)
June 1, 2021

Amador Ledger Print/ALP Graphics
11020 Hwy 49
Jackson, CA 95642

Dear Debbie Collins,

Thank you for your generous gift to Independence High School. We are thrilled to have your support. Through your donation of 4 boxes of large clip art books our students will be educated in the history of Graphic Design through our CTE Arts, Media and Entertainment pathway. You truly make the difference for us, and we are extremely grateful!

If you have specific questions about how your donation is being used or our school as whole, please don't hesitate to contact me.

Sincerely,

Lisa Farrar
Teacher
Independence High School
lisa.farrar@acusd.org
209-257-5100
AMADOR COUNTY PUBLIC SCHOOLS
Acknowledgment of Donation of Gift/Contribution to District

Date: 11/3/21
School Site / Department: Independence High
Name of person completing this form: Melissa Case
Description of Gift / Contribution: Letterpress type case and 12 type trays
No goods or services were provided by Amador County Public Schools in return for the contribution.
Does the gift/contribution require Maintenance Department services for installation? ☑ Yes ☐ No

If yes, Maintenance Department completes this section.

Required materials for installation: _____
Labor costs of installation: _____
Total: _____ **
Maintenance Director’s Signature: ______________________________

Name of Donee/Contributor: Debbie Collins- Amador Ledger Print/ALP Graphics
Mailing Address: 11020 Hwy 49
Town: Jackson Zip: 95642
Telephone No.: n/a

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

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

Form No. 49 (Rev. 3/2008)
August 10, 2021

Amador Ledger Print/ALP Graphics
11020 Hwy 49
Jackson, CA 95642

Dear Debbie Collins,

Thank you for your generous gift to Independence High School. We are thrilled to have your support. Through your donation of a letterpress type case and 12 type trays our students will be educated in the history of Print & Design through our CTE Arts, Media and Entertainment pathway. This wonderful donation will be used to create pieces of art for years to come. You truly make the difference for us, and we are extremely grateful!

If you have specific questions about how your donation is being used or our school as whole, please don’t hesitate to contact me.

Sincerely,

Lisa Farrar
Teacher
Independence High School
lisa.farrar@acusd.org
209-257-5100
13. 1. Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plane During COVID-19 for a Safe Return for the 2021-2022 School Year (As Needed) (Dr. Gibson/Mr. Snider)

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

Fiscal Implications
N/A

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Dr. Torie Gibson, Superintendent

Quick Summary / Abstract
This will be a standing agenda item throughout the year as we will need to update the Board of Trustees on CDPH mandates and guidance that could require modifications to our health and safety plan. All updates are noted in the safety plan in red font. Once approved by the Board, it will be updated on the ACUSD Website under COVID-19 Dashboard.
13. 2. Developer Fee Resolution: 21/22-011 (Discussion Only) (Mr. Critchfield)

Background Information
Per Government Code sections 66001 (d) 66006 (b), the District is required to report annually to the Board and the Public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report.

Fiscal Implications
See attached documents.

Recommendation
Superintendent Dr. Torie Gibson recommends the Board approve the public hearing to be held on December 13, 2021, at the regular Board meeting.

Presented by
Jared Critchfield, Assistant Superintendent, Business Services

Supporting Documents
- Fund 25 Resolution
- Exhibit A Developer Funds
- Attachment A Developer Fee Report
- Exhibit B Fund 25 Resolution

Quick Summary / Abstract
Per Government Code sections 66001 (d) 66006 (b), the District is required to report annually to the Board and the Public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report.
RESOLUTION OF THE GOVERNING BOARD OF THE
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
REGARDING ACCOUNTING OF DEVELOPMENT FEES
FOR 2020-2021 FISCAL YEAR
RESOLUTION ACUSD 21/22-011
IN THE FOLLOWING FUND:
Fund 25 – Capital Facilities Fund/Developer Fees
(Government Code sections 66001(d) & 66006(b))

1. Authority and Reasons for Adopting this Resolution.

A. This District has levied school facilities fees pursuant to various resolutions, the
   most recent of which is dated May 1, 2020, and is referred to herein as the
   “School Facilities Fee Resolution” and is hereby incorporated by reference into
   this Resolution. These resolutions were adopted under the authority of Education
   Code section 17620 (formerly Government Code section 53080). These fees have
   been deposited in the following fund or account:

   Fund 25 – Capital Facilities Fund/Developer Fees (the “Fund”)

B. Government Code sections 66001(d) and 66006(b) require this District to make
   an annual accounting of the Fund and to make additional findings every five years
   if there are any funds remaining in the Fund at the end of the prior fiscal year;

C. Government Code sections 66001(d) and 66006(b) further require that the annual
   accounting of the Fund and those findings be made available to the public no later
   than November 18, 2021, that this information be reviewed by this Board at its
   next regularly scheduled board meeting held no earlier than 15 days after they
   become available to the public, and that notice of the time and place of this
   meeting (as well as the address at which this information may be reviewed) be
   mailed at least 15 days prior to this meeting to anyone who has requested it.

D. The Superintendent has informed this Board that a draft copy of this Resolution
   (along with Exhibits A which is hereby incorporated by reference into this
   Resolution) was made available on November 18, 2021. The Superintendent has
   further informed this Board that notice of the time and place of this meeting (as
   well as the address at which this information may be reviewed) was mailed at
   least 15 days prior to this meeting to anyone who had requested it.

E. The Superintendent has also informed this Board that there is no new information
   which would adversely affect the validity of any of the findings made by this
   Board in its School Facilities Fee Resolution.
2. What This Resolution Does.

This Resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

3. Findings Regarding the Fund.

Based on all findings and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2020-2021 Fiscal Year:

A. In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;

B. In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in Exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1).

C. In reference to Government Code section 66001(d)(1), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;

D. In reference to Government Code section 66001(d)(2), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fees and the purpose for which it is charged;

E. In reference to Government Code section 66001(d)(3), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put is identified in Exhibit B;

F. In reference to Government Code section 66001(d)(4), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the approximate dates on which the funding referred to in paragraph e above is expected to be deposited into the appropriate account or fund is designated in Exhibit B; and

G. In reference to the last sentence of Government Code section 66006(d), because all of the findings required by that subdivision have been made in the fees that were levied in paragraphs e-f above, the District is not required to refund any moneys in the Fund as provided in Government Code section 66001(e).
4. **Superintendent Authorized to Take Necessary and Appropriate Action.**

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution.

5. **Certificate of Resolution.**

I, Kandi Thompson, President of the Governing Board of the Amador County Unified School District of Amador County, State of California, certify that this Resolution proposed by ________________________________, seconded by ________________________________, was duly passed and adopted by the Board, at an official and public meeting this 13th day of December 2021, by the following vote:

AYES:

NOES:

ABSENT:

______________________________  
Kandi Thompson  
President of the Board of Trustees of the Amador County Unified School District of Amador County, California
EXHIBIT A
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEARS 2020-2021
FOR THE FOLLOWING FUND OR ACCOUNT:
Fund 25 – Capital Facilities Fund/Developer Fees (the “Fund”)  

Per Government Code section 66006(b)(1)(A-H) as indicated:

A. A brief description of the type of fee in the Fund:

The Capital Facilities Fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. The authority for these levies may be county/city ordinances (Government Codes sections 65970-65981) or private agreements between the LEA and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (Government Code section 66006).

Expenditures in the Capital Facilities Fund are restricted to the purposes specified in Government Code sections 65970-65981 or to the items specified in the agreements with the developer (government Code section 66006).

B. The amount of the fee: $4.08

C. The beginning and ending balance of the Fund.

See Attachment A.

D. The amount of the fees collected and the interest earned.

See Attachment A.

E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

See Attachment A.

F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) subdivision (a) of section 66001, and the public improvement remains incomplete:

G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be
expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive on the loan:

H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

N/A. No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.
ATTACHMENT A  
2020-21  
DEVELOPER FEE REPORT

**RESOURCES:**  
Beginning Fund Balance, July 1, 2020  
1,821,500

<table>
<thead>
<tr>
<th>Current Year Revenue</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Level 1 Developer Fees</td>
<td>1,174,074</td>
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<tr>
<td>Developer Fees refunded</td>
<td></td>
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<tr>
<td>Interest</td>
<td>22,875</td>
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<tr>
<td><strong>Total Revenue July 1, 2020- June 30, 2021</strong></td>
<td>1,196,948</td>
</tr>
</tbody>
</table>

| **Total Resources** | 3,018,448 |

**EXPENDITURES:**  
Administrative Costs  
District's Indirect (3% of Developer Fees collected in current year)  
34,536

Projects  
- Adult Ed Testing Center  
  9,397  
- Amador Bleachers  
  30,622  
- Amador Green House  
  11,250  
- Amador Light Exemption  
  1,690  
- Argonaut Baseball Field  
  13,800  
- Argonaut Bleachers  
  2,800  
- Argonaut Green House  
  13,650  
- Argonaut Track Fencing  
  9,541  
- District wide Roof Report  
  19,188  
- Facility Inspection System, Facility Maintenance and Capitol Outlay Plan  
  44,608  
- Facility Maintenance Plan  
  43,132  
- Ione Elementary Topographic Survey  
  32,300  
- Ione Elementary Parking Lot  
  39,241  
- Jackson Jr. High School Kitchen  
  96,385  
- Ongoing Aparicio Lease  
  6,000

408,140

**Ending Fund Balance, 6-30-2021**  
2,610,308
EXHIBIT B
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEARS 2020-2021
FOR THE FOLLOWING FUND OR ACCOUNT:
Fund 25 – Capital Facilities Fund/Developer Fees (the “Fund”)

Per Government Code section 66001(d)(1)-(4) as indicated:

A. With respect to only that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to adopt for growth, anticipated growth or overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:

   Future Facility Needs
   Ione Elementary- New entrance, drop off and parking lot
   Jackson Jr High School-New kitchen

B. See section 3.D of the Resolution.

C. With respect to only that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:

   Future Debt Service
   School Construction
   Other needs identified in the future to house students as a result of growth

D. With respect to only that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the following are the approximate dates on which the funding referred to in paragraph C above is expected to be deposited into the appropriate account or fund:

Remaining funds will be used as needed according to Government Code 66006 (b) (2).
13. 3. Job Description: Director, Alternative Special Education (Dr. Gibson)

Background Information

On October 6, 2021, both ACUSD and ACOE provided the Board with updates regarding the current review status of each LEA. Those reviews forced the district to create plans (SEPs) as a way to detail how both LEAs planned to improve overall services in specific areas of need for students with special needs. ACUSD and ACOE have lacked support in alternative special education programs, and this void specifically led ACOE to be in an intensive review with CDE. The Director of Alternative Special Education will serve as a way to bridge a large gap to support the needs of all students who participate in the corresponding programs, as well as those served into adulthood. This position serves as part of the restructuring needed throughout our organization in order to better serve the students of Amador County.

Recommendation

Superintendent Torie Gibson recommends approving this job description.

Presented by

Dr. Torie Gibson, Superintendent

Supporting Documents

Director, Alternative Special Education 11.17.21

Quick Summary / Abstract

On October 6, 2021, both ACUSD and ACOE provided the Board with updates regarding the current review status of each LEA. Those reviews force the district to create plans to improve overall services in specific areas of need for students with special needs. ACUSD and ACOE have lacked support in alternative special education programs, and specifically led ACOE to be in an intensive review with CDE. The Director of Alternative Special Education will serve as a way to bridge a large gap to support the needs of all students who participate in the corresponding programs, as well as those served into adulthood. This position serves as part of the restructuring needed throughout our organization in order to better serve the students of Amador County.
AMADOR COUNTY UNIFIED SCHOOL DISTRICT  
DIRECTOR, ALTERNATIVE SPECIAL EDUCATION 

JOB DESCRIPTION: 

The Director of Alternative Special Education, under the supervision of the SELPA Director, provides leadership, supervision and direction to all of the alternative special education programs within the Amador County SELPA. These programs serve students with disabilities who attend the Amador County Community School, Independence High School, North Star Academy, Adult Education and Non Public Schools.

MAJOR DUTIES AND RESPONSIBILITIES:

- Assist with all aspects of alternative special education programs and services
- Build an effective plan and process for implementing, developing and evaluating year-round alternative special education programs
- Develop policies, administrative regulations and guidelines for all alternative special education programs
- Evaluate the effectiveness of the various alternative programs, and make program modifications, additions and deletions as appropriate
- Coordinate the activities to identify and apply for funding sources to support alternative special education programs
- Give guidance to site personnel in identifying, planning, developing and implementing alternative special education programs
- Provide assistance as needed to the SELPA, ACUSD, and ACOE
- Provide documents requested by SELPA Director
- Serve as the liaison between the SELPA and site administration
- Provide special education support to alternative education site administrators
- Assist in hiring, supervising and evaluating teaching and support staff at alternative education school sites
- Collaborate on program placement/enrollment decisions at alternative education sites
- Oversee the workforce development program in making and approving student vocational placements
- Responsible for monitoring and reporting on post-secondary student outcomes
- Oversee the workability grant and all related functions throughout the district including comprehensive high schools and alternative education sites
- Coordinate with outside agencies to promote post-secondary training and employment opportunities for students
- Develop and facilitate independent living skills courses for transition age student (ILP)
- Coordinate with local business to develop work experience opportunities and training for post-secondary sustainable employment
- Coordinate with outside service providers for mental health, employment and house, and other regional services for adult students
- Collaborate with the guidance departments to provide mental health services, transition services and college/career planning activities
- Provide case management for alternative special education students
- Assist with coordinating and monitoring all MAA claims reimbursements (Medical Administrative Activities)
- Manage outside service providers and yearly contracts for those supporting students in alternative school settings
- Present updates to the Board of Trustees as needed
• Participate in monthly management meetings
• Other duties as required

QUALIFICATIONS AND REQUIREMENTS:

Training and/or Education:
Master’s Degree, Doctorate preferred, from an accredited university in Special Education
Master’s Degree, Doctorate preferred, from an accredited university in Education Administration

Experience:
Demonstrated ability in teaching, managing, and administering special education programs in alternative settings
Demonstrated ability in administrative services

Licenses or Certification:
California Education Specialist Credential
California Administrative Services Credential

PAY RANGE AND WORK DAYS:
Level VIII Assistant Superintendent/SELPA Director/Director of Alternative Special Education
Certificated Administrative Salary Schedule, 217 days.
Background Information
Changes to the Administrative Salary Schedule are noted in red.

Fiscal Implications
See Salary Schedule.

Recommendation
Superintendent Gibson recommends approving this salary schedule.

Presented by
Dr. Torie Gibson, Superintendent

Supporting Documents

21-22 Admin Salary Schedule 11.17.21

Quick Summary / Abstract
Changes to the Administrative Salary Schedule are noted in red.
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
AMADOR COUNTY OFFICE OF EDUCATION
2021-2022 Administrative Salary Schedule
Salary Increase Effective July 1, 2021
Insurance Cap $10,050
Board Approved:_____________

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<tr>
<th>CLASSIFICATION</th>
<th>WORK DAYS</th>
<th>LEVEL</th>
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<th>2</th>
<th>3</th>
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<td>Assistant Superintendent/Director Special Education &amp; SELPA/Director Alternative Special Education</td>
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<td>VIII</td>
<td>$116,700</td>
<td>$120,199</td>
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<td>Educational Options Principal, Director</td>
<td>212</td>
<td>VI</td>
<td>$101,330</td>
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<td>$107,500</td>
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<td>Junior High Principal</td>
<td>207</td>
<td>V</td>
<td>$96,948</td>
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<td>Elementary Principal</td>
<td>202</td>
<td>IV</td>
<td>$91,330</td>
<td>$94,124</td>
<td>$96,948</td>
<td>$99,858</td>
<td>$102,854</td>
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<td>Vice Principal High School, Program Specialist</td>
<td>197</td>
<td>III</td>
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<td>Junior High Instructional Administrator, Psychologist &amp; Mental Health Therapist</td>
<td>192</td>
<td>II</td>
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<td>Elementary Vice Principal, Coordinator</td>
<td>192</td>
<td>I</td>
<td>$75,114</td>
<td>$77,367</td>
<td>$79,687</td>
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Stipends:
- Doctorate $1,750
- Masters $1,000
- Large Enrollment (420+) Elementary Principal $4,000

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<tr>
<th>CLASSIFIED</th>
<th>WORK DAYS</th>
<th>LEVEL</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Superintendent, Business/CBO</td>
<td>260</td>
<td>VII</td>
<td>$123,083</td>
<td>$126,324</td>
<td>$129,664</td>
<td>$133,101</td>
<td>$136,647</td>
</tr>
<tr>
<td>Executive Director / Chief Technology Officer</td>
<td>260</td>
<td>VI</td>
<td>$100,949</td>
<td>$103,974</td>
<td>$107,096</td>
<td>$110,308</td>
<td>$113,615</td>
</tr>
<tr>
<td>Director, Fiscal Services</td>
<td>260</td>
<td>V</td>
<td>$90,504</td>
<td>$93,218</td>
<td>$96,016</td>
<td>$98,897</td>
<td>$101,862</td>
</tr>
<tr>
<td>Director, Food Service</td>
<td>260</td>
<td>IV</td>
<td>$88,828</td>
<td>$91,492</td>
<td>$94,238</td>
<td>$97,065</td>
<td>$99,976</td>
</tr>
<tr>
<td>Director, Maintenance &amp; Operations</td>
<td>260</td>
<td>IV</td>
<td>$88,828</td>
<td>$91,492</td>
<td>$94,238</td>
<td>$97,065</td>
<td>$99,976</td>
</tr>
<tr>
<td>Director, Transportation</td>
<td>260</td>
<td>IV</td>
<td>$88,828</td>
<td>$91,492</td>
<td>$94,238</td>
<td>$97,065</td>
<td>$99,976</td>
</tr>
<tr>
<td>Coordinators</td>
<td>260</td>
<td>III</td>
<td>$78,921</td>
<td>$81,289</td>
<td>$83,730</td>
<td>$86,239</td>
<td>$88,828</td>
</tr>
<tr>
<td>Preschool Director / ELP Director</td>
<td>260</td>
<td>I</td>
<td>$70,167</td>
<td>$72,212</td>
<td>$74,392</td>
<td>$76,624</td>
<td>$78,921</td>
</tr>
<tr>
<td>Supervisors</td>
<td>260</td>
<td>D</td>
<td>$66,195</td>
<td>$68,181</td>
<td>$70,227</td>
<td>$72,333</td>
<td>$74,506</td>
</tr>
</tbody>
</table>

Classified Management: 260 days includes 30 days vacation and 13 paid holidays

Administrators will receive longevity increases in 5% increments after their 8th, 13th and 18th years of service as an administrator with the district and/or county office.
Background Information

The Educator Effectiveness Block Grant provides funds to support professional learning for teachers, administrators, paraprofessional educators, and other school staff. The California Department of Education has approved 10 areas for the Educator Effectiveness funds to be used to support professional learning. Each area is detailed in the accompanying grant plan.

In order to create a plan that is as meaningful and relevant as possible for all of our employees, each bargaining unit’s leaders were asked for ideas on professional development topics to be included. A survey was also sent to all employees to ensure everyone had an opportunity to provide input.

The local plan for the Educator Effectiveness funds needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021.

Fiscal Implications

The allocation for ACUSD is $914,815, and funds may be expended between the 2021–22 and 2025–26 fiscal years.

Recommendation

The Superintendent recommends declaring a successful first reading of the Educator Effectiveness Block Grant Plan

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

2021_Educator_Effectiveness_Block_Grant_Plan_Amador_County_Unified_School_District

Quick Summary / Abstract

The Educator Effectiveness Block Grant provides funds to support professional learning for teachers, administrators, paraprofessional educators, and other school staff. The California Department of Education has approved 10 areas for the Educator Effectiveness funds to be used to support professional learning. Each area is detailed in the accompanying grant plan.
Educator Effectiveness Block Grant 2021

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Unified School District</td>
<td>Sean Snider, Assistant Superintendent, Educational Services</td>
<td><a href="mailto:ssnider@acusd.org">ssnider@acusd.org</a> 209-257-5334</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total amount of funds received by the LEA:</th>
<th>Date of Public Meeting prior to adoption:</th>
<th>Date of adoption at public meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$914,815</td>
<td>11/17/2021</td>
<td>12/13/2021</td>
</tr>
</tbody>
</table>

EC 41480

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-day onboarding before school starts for all newly hired administrators, teachers, paraprofessionals, and other classified staff.</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>20,000.00</td>
</tr>
<tr>
<td>Professional development for administrators and teachers in mastery (or standards-based) grading.</td>
<td>$0</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$0</td>
<td>$0</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>25,000.00</td>
</tr>
</tbody>
</table>
(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher on Special Assignment to coordinate / deliver / follow-up on / and coach teachers to support implementation of professional development related to AVID (WICOR, student agency, opportunity knowledge) at the secondary level, to support science instruction at the elementary / secondary levels, and to provide general new teacher support (classroom management, instructional design and planning, etc.) at all levels.</td>
<td>$0</td>
<td>$116,351</td>
<td>$116,351</td>
<td>$0</td>
<td>$0</td>
<td>$232,702.00</td>
</tr>
<tr>
<td>Mathematics professional development for administrators, teachers, and paraprofessionals to support implementation of the revised California Mathematics Framework.</td>
<td>$0</td>
<td>$66,000</td>
<td>$66,000</td>
<td>$33,000</td>
<td>$33,000</td>
<td>$198,000.00</td>
</tr>
<tr>
<td>History Social-Science professional development for administrators, teachers, and paraprofessionals to support implementation of new instructional materials.</td>
<td>$0</td>
<td>$5,500</td>
<td>$10,000</td>
<td>$5,500</td>
<td>$5,500</td>
<td>$26,500.00</td>
</tr>
<tr>
<td>Science professional development for administrators, teachers, and paraprofessionals to support implementation of new instructional materials.</td>
<td>$0</td>
<td>$5,500</td>
<td>$5,500</td>
<td>$10,000</td>
<td>$5,500</td>
<td>$26,500.00</td>
</tr>
<tr>
<td>English language arts professional development for administrators, teachers, and paraprofessionals to support implementation of instructional best practices (writing/literacy across the content areas, WICOR, etc.)</td>
<td>$0</td>
<td>$5,500</td>
<td>5,500</td>
<td>$5,500</td>
<td>$5,500</td>
<td>$22,000.00</td>
</tr>
<tr>
<td>Professional development in the various components of a high functioning multi-tiered system of supports (MTSS) (i.e. common assessments, interventions in the general education classroom, universal screeners, data-based decision making, etc).</td>
<td>$0</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Planned Activity</td>
<td>Budgeted 2021-22</td>
<td>Budgeted 2022-23</td>
<td>Budgeted 2023-24</td>
<td>Budgeted 2024-25</td>
<td>Budgeted 2025-26</td>
<td>Total Budgeted per Activity</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0.00</td>
<td>206,351.00</td>
<td>210,851.00</td>
<td>61,500.00</td>
<td>57,000.00</td>
<td>535,702.00</td>
</tr>
</tbody>
</table>

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development for administrators, teachers, paraprofessionals, and other classified support staff in classroom management strategies and positive behavior supports (Rick Morris, etc.).</td>
<td>$0</td>
<td>$25,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>40,000.00</td>
</tr>
<tr>
<td>Professional development focused on prioritizing teaching grade level content and providing students with intentional scaffolds when needed.</td>
<td>$0</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0.00</td>
<td>27,500.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>50,000.00</td>
</tr>
</tbody>
</table>

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development for administrators, teachers, paraprofessionals, and other classified staff to support implementation of a social-emotional learning program and related resources.</td>
<td>$0</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>40,000.00</td>
</tr>
<tr>
<td>Professional development for administrators, teachers, paraprofessionals, and classified support staff in trauma-informed practices, suicide prevention, and supporting student mental health needs.</td>
<td>$0</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$7,500</td>
<td>30,000.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0.00</td>
<td>17,500.00</td>
<td>17,500.00</td>
<td>17,500.00</td>
<td>17,500.00</td>
<td>70,000.00</td>
</tr>
</tbody>
</table>
(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development in behavior de-escalation strategies and approaches for administrators, teachers, paraprofessionals, and other classified staff members.</td>
<td>$0</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>40,000.00</td>
</tr>
<tr>
<td>Common planning time for teachers and paraprofessionals to create implementation plans for behavior de-escalation strategies in the classroom.</td>
<td>$0</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>40,000.00</td>
</tr>
<tr>
<td>Crisis Prevention Institute (CPI) Training for administrators, teachers, paraprofessionals, and other classified staff.</td>
<td>$0</td>
<td>$6,500</td>
<td>$6,500</td>
<td>$6,500</td>
<td>$6,500</td>
<td>26,000.00</td>
</tr>
<tr>
<td>Professional development for administrators, teachers, paraprofessionals, and other classified support staff to support implementation of a comprehensive positive behavior interventions and supports (PBIS) program.</td>
<td>$0</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$5,500</td>
<td>$5,500</td>
<td>26,000.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0.00</td>
<td>34,000.00</td>
<td>34,000.00</td>
<td>32,000.00</td>
<td>32,000.00</td>
<td>132,000.00</td>
</tr>
</tbody>
</table>

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legally Defensible IEP Training for administrators, teachers, and paraprofessionals from various providers (law firm, train the trainer, etc.).</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$20,000</td>
<td>$10,000</td>
<td>30,000.00</td>
</tr>
<tr>
<td>Planned Activity</td>
<td>Budgeted 2021-22</td>
<td>Budgeted 2022-23</td>
<td>Budgeted 2023-24</td>
<td>Budgeted 2024-25</td>
<td>Budgeted 2025-26</td>
<td>Total Budgeted per Activity</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Professional development for administrators, teachers, and paraprofessionals on the use of assistive technology tools and resources.</td>
<td>$0</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Professional development for new instructional materials purchased for teachers of students with mild to moderate disabilities.</td>
<td>$0</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$0</td>
<td>$0</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Professional development for administrators, teachers, and paraprofessionals on Universal Design for Learning (UDL) tools and resources to support all students needs.</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$4,613</td>
<td>19,613.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>10,000.00</strong></td>
<td><strong>10,000.00</strong></td>
<td><strong>27,500.00</strong></td>
<td><strong>17,113.00</strong></td>
<td><strong>64,613.00</strong></td>
</tr>
</tbody>
</table>

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for administrators, teachers, and paraprofessionals on Designated and Integrated ELD strategies.</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>20,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>20,000.00</strong></td>
</tr>
</tbody>
</table>

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
### Professional development for administrators, teachers, and paraprofessionals in a new ethnic studies course and curriculum as a result of it being added to the minimum state graduation requirements effective with the graduating class of 2030.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$2,500</td>
<td>2,500.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>2,500.00</strong></td>
<td><strong>2,500.00</strong></td>
</tr>
</tbody>
</table>

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development for Transitional Kindergarten and Kindergarten teachers, administrators, and paraprofessionals to support implementation of the TK expansion to all 4 year olds by 2026.</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$0</td>
<td>15,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>15,000.00</strong></td>
</tr>
</tbody>
</table>

### Summary of Expenditures

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal Section (1)</td>
<td>0.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>25,000.00</td>
</tr>
<tr>
<td>Subtotal Section (2)</td>
<td>0.00</td>
<td>206,351.00</td>
<td>210,851.00</td>
<td>61,500.00</td>
<td>57,000.00</td>
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<td>Budgeted 2023-24</td>
<td>Budgeted 2024-25</td>
<td>Budgeted 2025-26</td>
<td>Total Budgeted per Activity</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------</td>
<td>------------------</td>
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<td>------------------</td>
<td>------------------</td>
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<td>914,815.00</td>
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</table>

**Note:**
Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - Teachers;
  - Administrators;
  - Paraprofessional educators;
  - Classified staff.
Recommendation

Due to the CSBA (California School Board Association) Conference, the regularly scheduled meeting will be difficult to prepare within the required 72 hours notice. If possible, we request to move the meeting to Monday, December 13, 2021 at the usual time.

Presented by

Dr. Torie Gibson, Superintendent

Quick Summary / Abstract

Due to the CSBA (California School Board Association) Conference, the regularly scheduled meeting will be difficult to prepare within the required 72 hours notice. If possible, we request to move the meeting to Monday, December 13, 2021 at the usual time.