Minutes
AMADOR COUNTY OFFICE OF EDUCATION
BOARD OF TRUSTEES
Wednesday, August 26, 2020

OPEN SESSION 2:30 PM

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/82666230838?pwd=WFlaYk0xcC9tclQZzk3MWsxYU5XQT09

Meeting ID: 826 6623 0838
Passcode: 082620
One tap mobile
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+12532158782,,82666230838#,1,0,082620# US (Tacoma)

Meeting ID: 826 6623 0838
Passcode: 082620

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

1.0 CALL TO ORDER 2:30PM

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

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)
3.0 Roll taken by the Secretary to the Governing Board

4.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA
There were none.

5.0 PLEDGE OF ALLEGIANCE
Dr. Russell led the pledge of allegiance.

6.0 PRESENTATION AND RECOGNITION

6.1 Program Spotlight (Regina Helmer)
FOSTER Youth and Homeless

Regina Helmer, gave a power point presentation on the Foster Youth and McKinney Vento Programs. Her presentation included; AB490-Dutes, Mission Statement, Foster Youth Education. She talked about the McKinney-Vento Act and what is a requirement. The McKinney-Vento Act requires every local educational agency to “designate an appropriate staff person to serve as a McKinney-Vento Homeless Education Liaison. She explained who they are. She also went over the definition of Homeless. She talked about looking at students who are in their junior or senior year and a alternate graduate track. She explained how she works with counselors.

Board Member Marzano asked can foster youth live in other counties but attend school here. Regina Helmer commented on school of origin and environment.

Board Clerk Thompson asked if meal services are free and if not have been provided forms to complete. She also asked if taking donations and are open for them.

The Board thanked Regina Helmer, Mr. Snider and Dr. Russell.

6.2 Program Spotlight (Lisa Valdez-Shaw)
Overview of ACOE programs.
Lisa Valadez-Shaw, Program Director of ACOE gave a power point presentation about the organizational structure and overview of the ACOE programs and what each program offered. She also talked about Designated Instructional Services (DIS) and the ACOE three year plan.

Board Member Marzano had a question about curriculum and English learners. He also asked how the service centers will work.

Board Clerk Thompson commented on elementary curriculum that was adopted few years ago at the elementary level. She also asked about funding and using the CARES money.

Board President Ross was wondering if professional development support for these programs. She also asked about new TOSHA position and if she needs more training and everything is current.

Board Clerk Thompson asked if the TOSHA person works in that position for two years.

The Board thanked Lisa Valdez-Shaw for her presentation of the ACOE programs.

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
6.3 **Resolution: Attendance Awareness Month** (Mr. Snider)
This resolution declares September 2020 as “Attendance Awareness Month” for Amador County Office of Education.
Mr. Snider read the resolution.
Board Member Marzano moved to approve, and Board Member Pulskamp seconded the motion. **The motion passed 4-0.**

6.4 **Resolution: Suicide Prevention Week:** (Mr. Snider)
This resolution declares September 6 -12, 2020 as “Suicide Prevention Week” for Amador County Office of Education.
Mr. Snider read the resolution.
Board Clerk Thompson moved to approve, and Board President Ross seconded the motion. **The motion passed 4-0.**
Stephanie, Mental Health Service Coordinator, thanked everyone for their continued support and collaboration with Mental Health. She also acknowledged the Board for their continuing support.

7.0 **PUBLIC COMMENTS** (Dr. Kerr)

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.

Dr. Kerr was scheduled to be on the ACUSD agenda to give an update. Due to an appointment at 4pm she gave her report at this time. Dr. Kerr provided an update on the status of Amador County regarding the COVID-19 pandemic. She reported out positive case numbers and they continue to rise. Amador County officially came off the state’s county data monitoring list yesterday. In order for schools to consider reopening, we would need to stay stable for a minimum of 14 days. She did get clarification with a call with the state this started on the 24th. We would have to stay stable through September 7th in order for schools to consider reopening. She acknowledged that at this time the plan is to remain distance learning through first quarter of the year. She gave an update regarding business and activities that had to move to outdoors last week, again that 14 days of stability would have to be demonstrated in the county and those would be subject to a modification of the order there is in place now and we expect that structure to be published by the state sometime before our 14 days is up probably later this week if not sometime next week and we will certainly share with the community when is available. Dr. Kerr also commented on the guidance relating to small supervised of children and educational and child care settings, specific to size of groups or cohorts. The size limit for this is no more than 14 children and no more than 2 supervise adults per cohort. Also 1:1 specialized services to be provided to a service.

Board Clerk Thompson commented it is always encouraging to hear our numbers are going down a little bit. She also asked about the size of groups and if this number is for sport guidance.

8.0 **CONSENT AGENDA**
The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website at [www.amadorcoe.org](http://www.amadorcoe.org).
Board Clerk Thompson moved to approve the consent agenda, and Board Member Pulskamp seconded the motion. The motion passed 4-0.

8.1 **Minutes**
8.1a Board Meeting – August 12, 2020

8.2 **Business** (Mr. Critchfield)
8.2a Warrants issued between August 7, 2020 – August 14, 2020 $113,481.35
8.2b Williams and Associates, LLC Contract for 2020-2021 and 2021-2022

9.0 **DISCUSSION/ACTION ITEMS**

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

10.0 **INFORMATIONAL ONLY**

10.1 **Personnel**
10.1a Personnel Items approved by COE Superintendent August 10, 2020
10.1b Personnel Items approved by COE Superintendent August 18, 2020
10.1c Memorandum of Understanding (MOU) and SEAC regarding COVID 2020-2021

11.0 **REPORTS**

11.1 **Report from Superintendent** (Dr. Russell)
Dr. Russell thanked Regina Helmer and Lisa Valdez-Shaw for their presentation tonight.

11.2 **Report and Remarks from Board Members**
Board Member Pulskamp commented she was really glad to hear about the county programs.
Board Member Marzano really appreciated the presentation and how it open his eyes.
Board Clerk Thompson commented she would like to get future updates.

12.0 **NEXT MEETING**
ACOE Regular Meeting: Wednesday, September 9, 2020 Amador County Administration Building, 810 Court St., Jackson, CA. Remote meeting via zoom for public access. ACOE Board Meeting is immediately following ACUSD meeting.

13.0 **ADJOURNMENT** 3:50PM
* The Amador County Office of Education 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) 257-5330. 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.
## Payroll 8/1/2020 - 8/31/2020: 480,853.26

### WARRANTS

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Total: 857,927.63

If there are any questions regarding any of the payments, please contact Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
# ACUSD/ACOE 2020-2021 Calendar

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**Total:**
- First Quarter: August 17, 2020 - October 9, 2020 = 39
- Second Quarter: October 12, 2020 - December 18, 2020 = 41 80
- Third Quarter: January 4, 2021 - March 12, 2021 = 48
- Fourth Quarter: March 15, 2021 - June 4, 2021 = 52 100
- Total: 180 0 6 14 180

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8/10/2020
AGENDA ITEM #: 7.1

SUBJECT:
Certification of the County Office of Education’s Unaudited Actuals & Financial Report – Discussion/Action

BACKGROUND INFORMATION:
Per Education Code 42100, the County shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the District for the preceding fiscal year. The report is included under separate cover and includes the Unaudited Actuals for 2019-20 and Adopted Budget for 2020-21.

FISCAL IMPLICATIONS:
See referenced materials.

RECOMMENDATION:
Dr. Russell recommends that the Board certify the Unaudited Actuals Financial Report as presented.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services

*Governing Board received under separate cover – public copy available at Amador County Public School’s District Office, 217 Rex Avenue, Jackson, CA*
Amador County Office of Education

2019-20 Unaudited Actuals

September 9, 2020

Jared Critchfield
Assistant Superintendent, Business Services

County Revenue Components

Local Control Funding Formula (LCFF) 20%
Federal 8%
State 26%
Local 46%
County Revenue Components

- Local Control Funding Formula (LCFF), $2,418,091
- Federal, $1,006,930
- State, $3,116,771
- Local, $5,554,811

County Operating Expenditure Components

- Certificated Salaries: 42%
- Classified Salaries: 17%
- Employee Benefits: 23%
- Books and Supplies: 2%
- Operating Expenses: 16%
- Other Outgo: 0%
County Operating Expenditure Components

General Fund Summary

General fund revenues exceeded expenditures by $1,011,584 for the fiscal year.

With an excess $664,395 in unrestricted funds, reserve levels exceed the state minimum standard.

The 2020-21 Adopted Budget and 45-day Revision are currently under review by the California Department of Education.

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<td>Contributions to Restricted Resources</td>
<td>$(81,493)</td>
<td>$81,493</td>
<td>$0</td>
</tr>
<tr>
<td>Transfers In / Out</td>
<td>$26,791</td>
<td>$0</td>
<td>$14,286</td>
</tr>
<tr>
<td>Increase / Decrease</td>
<td>$664,395</td>
<td>$347,189</td>
<td>$1,011,584</td>
</tr>
</tbody>
</table>
ACOE Ending Fund Balance

General Fund Year by Year Comparison – Last 8 Years

General Fund Year by Year Comparison – Last 4 Years

ACOE Ending Fund Balance
Reserve Requirement

The county office made great improvements to its reserve totals, meeting the state minimum requirement.

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

The 2021-22 fiscal year has the potential to be a very difficult year depending on how the economy recovers from the pandemic. The district is in a much stronger position to mitigate many of the upcoming challenges.

2019-20 Reserve Requirement Calculation*

<table>
<thead>
<tr>
<th>Total Expenditures</th>
<th>$12,096,603</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Requirement: 4% of Total Expenditures</td>
<td>$483,864</td>
</tr>
<tr>
<td>Reserve Total</td>
<td>$846,194</td>
</tr>
<tr>
<td>Reserve Percentage</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Reserve Requirement: The county office must set aside at least 4% of total expenditures (restricted and unrestricted) in unrestricted funds.

- **Fiscal Discipline** – Maintain fiscal discipline to ensure the district does not re-enter a cycle of deficit spending
- **Cash Management** – Closely monitor cash balances due to state budget deferrals that begin in February 2021
- **Special Education** – Monitor budgetary impacts of the transfer of the mild/moderate program
- **Potential Board Policy** – Consider setting a reserve minimum higher than the state requirement
- **Board Engagement** – Maintain high levels of engagement from the board in fiscal matters

Moving forward
SEPTEMBER 9, 2020

AGENDA ITEM #: 7.2

SUBJECT:  
Public Hearing - Resolution ACOE 20/21-004 Gann Limit

BACKGROUND INFORMATION:  
The District must establish a revised Gann Limit for the 2019-20 fiscal year and a projected Gann Limit for the 2020-21 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law.

FISCAL IMPLICATIONS:  
None.

RECOMMENDATION:  
Dr. Russell recommends that the Board approve the Gann Limit Resolution.

PRESENTED BY:  
Jared Critchfield, Assistant Superintendent, Business Services
WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2019-20 fiscal year and a projected Gann Limit for the 2020-21 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2019-20 and 2020-21 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2019-20 and 2020-21 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this county.

________________________________
Susan Ross           Kandi Thompson
President, Board of Trustees          Clerk, Board of Trustees
### A. PRIOR YEAR DATA

(2018-19 Actual Appropriations Limit and Gann ADA are from county's prior year Gann data reported to the CDE. LCFF data are from the 2018 annual LCFF Target Entitlement Exhibit.)

**PRIOR YEAR APPROPRIATIONS LIMIT**

1. Program Portion of Prior Year Appropriations Limit (A3 times A6 divided by (A6 plus A7), not to exceed A6)
   
   Excess is added to Other Services portion.
   
<table>
<thead>
<tr>
<th></th>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>52,454.00</td>
<td>52,454.00</td>
<td>52,454.00</td>
</tr>
</tbody>
</table>

2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)
   
<table>
<thead>
<tr>
<th></th>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,165,626.41</td>
<td>1,165,626.41</td>
<td>1,219,905.73</td>
</tr>
</tbody>
</table>

3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D17, PY column)
   
<table>
<thead>
<tr>
<th></th>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,218,080.41</td>
<td>1,218,080.41</td>
<td>1,272,359.73</td>
</tr>
</tbody>
</table>

**PRIOR YEAR GANN ADA**

1. Program ADA (Preload/Line B3, PY column)
   
<table>
<thead>
<tr>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>2.43</td>
</tr>
</tbody>
</table>

2. Other ADA (Preload/Line B4, PY column)
   
<table>
<thead>
<tr>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,806.25</td>
<td>3,806.25</td>
</tr>
</tbody>
</table>

**PRIOR YEAR LCFF**

6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, 2018-19 Annual County LCFF Calculation)
   
<table>
<thead>
<tr>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>52,454.00</td>
<td>52,454.00</td>
</tr>
</tbody>
</table>

7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, 2018-19 Annual County LCFF Calculation)
   
<table>
<thead>
<tr>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,107,144.00</td>
<td>1,107,144.00</td>
</tr>
</tbody>
</table>

### ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA

#### ADJUSTMENTS TO PRIOR YEAR LIMIT

8. Reorganizations and Other Transfers
   
<table>
<thead>
<tr>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

9. Temporary Voter Approved Increases
   
<table>
<thead>
<tr>
<th>2018-19 Actual</th>
<th>2019-20 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

10. Less: Lapses of Voter Approved Increases
    
    | 2018-19 Actual | 2019-20 Actual |
    |---|---|
    | 0.00 | 0.00 |

11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)
    
    | 2018-19 Actual | 2019-20 Actual |
    |---|---|
    | 0.00 | 0.00 |

12. Adjustments to Program Portion
    
    0.00 | 0.00 | 0.00 |

13. Adjustments to Other Services Portion
    
    Lines A11 minus A12
    
    | 2018-19 Actual | 2019-20 Actual |
    |---|---|
    | 0.00 | 0.00 |

14. Adjustments to Program ADA
    
    | 2018-19 Actual | 2019-20 Actual |
    |---|---|
    | 0.00 | 0.00 |

15. Adjustments to Other ADA
    
    | 2018-19 Actual | 2019-20 Actual |
    |---|---|
    | 0.00 | 0.00 |

### B. CURRENT YEAR GANN ADA

#### CURRENT YEAR PROGRAM ADA

(2019-20 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the COE)

1. Total County Program ADA (Form A, Line B1d)
   
<table>
<thead>
<tr>
<th>2019-20 Annual Report</th>
<th>2020-21 Annual Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.43</td>
<td>2.43</td>
</tr>
</tbody>
</table>

2. Total Charter Schools ADA (Form A, Line C2d plus C6d)
   
<table>
<thead>
<tr>
<th>2019-20 Annual Report</th>
<th>2020-21 Annual Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

3. Total Current Year ADA (Lines B1 through B2)
   
<table>
<thead>
<tr>
<th>2019-20 Annual Report</th>
<th>2020-21 Annual Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.43</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED

#### TAXES AND SUBVENTIONS (Funds 01, 09, and 62)

1. Homeowners' Exemption (Object 8021)
   
<table>
<thead>
<tr>
<th>2019-20 Actual</th>
<th>2020-21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,892.92</td>
<td>13,892.92</td>
</tr>
</tbody>
</table>

2. Timber Yield Tax (Object 8022)
   
   | 220.91 |

3. Other Subventions/In-Lieu Taxes (Object 8029)
   
   | 0.00 |

4. Secured Roll Taxes (Object 8041)
   
   | 1,225,175.67 |

5. Unsecured Roll Taxes (Object 8042)
   
   | 16,179.11 |

6. Prior Years' Taxes (Object 8043)
   
   | 2,279.24 |

7. Supplemental Taxes (Object 8044)
   
   | 19,642.50 |

   
   | 0.00 |

9. Penalties and Int. from Delinquent Taxes (Object 8048)
   
   | 0.00 |

10. Receipts from County Bd. of Supervisors (Object 8070)
    
    | 0.00 |

11. Other In-Lieu Taxes (Object 8082)
    
    | 0.00 |

12. Comm. Redevelopment Funds (Objects 8047 & 8625)
    
    | 0.00 |

13. Parcel Taxes (Object 8621)
    
    | 0.00 |

14. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)
    
    | 0.00 |

15. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)
    
    | 0.00 |
## Amador County Office of Education
### Unaudited Actuals Fiscal Year 2019-20
#### County Office Appropriations Limit Calculations

<table>
<thead>
<tr>
<th>Extracted Data</th>
<th>Entered Data/Adjustments*</th>
<th>Entered Data/Adjustments*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019-20 Calculations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2020-21 Calculations</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)

17. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C16)

**EXCLUDED APPROPRIATIONS**

20. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)

**OTHER EXCLUSIONS**

21. Americans with Disabilities Act

22. Unreimbursed Court Mandated Desegregation Costs

23. Other Unfunded Court-ordered or Federal Mandates

24. TOTAL EXCLUSIONS (Lines C20 through C23)

**STATE AID RECEIVED (Funds 01, 09, and 62)**

25. LCFF - CY (objects 8011 and 8012)

26. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)

27. TOTAL STATE AID RECEIVED (Line C25 plus C26)

**DATA FOR INTEREST CALCULATION**

28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)

29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)

D. APPROPRIATIONS LIMIT CALCULATIONS

PRELIMINARY APPROPRIATIONS LIMIT

1. Revised Prior Year Program Limit (Lines A1 plus A12)

2. Inflation Adjustment

3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)

4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)

5. Revised Prior Year Other Services Limit (Lines A2 plus A13)

6. Inflation Adjustment

7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)

8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)

9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)

APPROPRIATIONS SUBJECT TO THE LIMIT

10. Local Revenues Excluding Interest (Line C19)

11. Preliminary State Aid Calculation

   a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)

   b. Local Revenues in Proceeds of Taxes

      a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])

      b. Total Local Proceeds of Taxes (Lines D10 plus D12a)

13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)

14. Total Appropriations Subject to the Limit

   a. Local Revenues (Line D12b)

   b. State Subventions (Line D13)

   c. Less: Excluded Appropriations (Line C24)

   d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)
### Adjustments to the Limit Per Government Code Section 7902.1

(Line D14d minus D9; if negative, then zero)

<table>
<thead>
<tr>
<th>Extracted Data</th>
<th>Adjustments*</th>
<th>Entered Data/ Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

If not zero report amount to:

Keely Bosler, Director  
State Department of Finance  
Attention: School Gann Limits  
State Capitol, Room 1145  
Sacramento, CA 95814

### SUMMARY

#### 2019-20 Actual  
#### 2020-21 Budget

<table>
<thead>
<tr>
<th></th>
<th>2019-20 Actual</th>
<th>2020-21 Budget</th>
</tr>
</thead>
</table>
| 16. Adjusted Appropriations Limit  
(Lines D9 plus D15)          | 1,272,359.73   | 1,250,476.40   |
| 17. Appropriations Subject to the Limit  
(Line D14d)                | 1,272,359.73   |                |

* Please provide below an explanation for each entry in the adjustments column.
AGENDA ITEM #: 7.4

SUBJECT: Public Hearing - Resolution ACOE 20/21-001 for Temporary Inter-fund Borrowing.

BACKGROUND INFORMATION: Amador County Office of Education receives the majority of our funding in December and April through Property Tax collection. There may be a time that borrowing in the months prior to receiving Taxes may be needed to meet our obligations. This resolution will allow Amador County Office of Education to borrow cash should the need arise to meet cash obligations through the 2020-21 school year. Borrowing between funds is allowed per Education Code 42603.

FISCAL IMPLICATIONS: Interest will be paid to the other funds for the number of days of the transfer at the rate paid by Amador County Treasurer.

RECOMMENDATION: Superintendent Russell recommends approval of the Inter-fund Borrowing Resolution ACOE 20/21-001

PRESENTED BY: Jared Critchfield, Assistant Superintendent of Business Services
WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, no more than 85% of the maximum of moneys held in any fund or account during the 2020-2021 fiscal year may be transferred, and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Amador County Unified School District, in accordance with the provisions of Education Code section 42603 adopts the following authorization for the fiscal year 2020-2021 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent or his designee:

Fund 12 – Child Development
Fund 35 – ACOE School Facilities Fund

Approved this 9th day of September, 2020.

AYES:

NOES:

ABSENT:

Susan Ross, Board President
Amador County Unified School District
AGENDA ITEM #: 7.5

SUBJECT:
K-12 Strong Workforce Program (SWP) Grant Implementation Plan

BACKGROUND INFORMATION:
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.

The K-12 SWP Work Plan requires program participants to describe how their programs will engage students in activities and efforts aligned to college and career exploration. Activities may include creating student exploration opportunities based on student identified interests.

Program participants are required to describe the specific activities which may include:
- Sequencing CTE courses to align with postsecondary pathways
- Creating authentic opportunities for K–12 and CC faculty to collaborate
- Aligning curricula with regional workforce needs

Program participants are required to describe activities and efforts that will support student postsecondary transition and completion, with preference given to those programs targeting underserved populations. Program activities may include coordinating dual enrollment, offering/expanding college and career counseling and support, and supporting work-based learning opportunities.

The K–12 SWP encourages and supports intersegmental collaboration in developing K–14 CTE courses, programs, and pathways. Required and recommended partners include higher education, business and industry, workforce development agencies, government offices, philanthropies, and additional K–12 LEAs.

FISCAL IMPLICATIONS:
The plan details how we will spend the 2 grants we were awarded, totaling nearly $2,000,000.

RECOMMENDATION:
The Superintendent recommends approval of the K-12 SWP grant implementation plan

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
AGENDA ITEM #: 7.6

SUBJECT:
Public Hearing: Learning Continuity and Attendance Plan

BACKGROUND INFORMATION:
The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for 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 in SB 98 and can be found in Education Code Section 43509.

Prior to its adoption, the Learning Continuity Plan shall be presented at a public hearing of the governing board/body of the LEA for review and comment by members of the public. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the Learning Continuity Plan will be available for public inspection.

The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing for receiving public comment described above.

FISCAL IMPLICATIONS:
COVID-19 relief funding is contingent on approval of the Learning Continuity and Attendance Plan

RECOMMENDATION:
The Superintendent recommends listening to public comments during the public hearing

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
SEPTEMBER 9, 2020

AGENDA ITEM #: 7.7

SUBJECT:
Learning Continuity and Attendance Plan- First Reading

BACKGROUND INFORMATION:
The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for 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 in SB 98 and can be found in Education Code Section 43509.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students

FISCAL IMPLICATIONS:
COVID-19 relief funding is contingent on approval of the Learning Continuity and Attendance Plan

RECOMMENDATION:
The Superintendent recommends declaring a successful first reading of the Learning Continuity and Attendance Plan

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Learning Continuity and Attendance Plan Template (2020–21)

DRAFT as of 9-04-2020

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrnngcntntyatndncpln-instructions.docx.

<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 Office of Education</td>
<td>Sean Snider, Assistant Superintendent, Educational Services</td>
<td><a href="mailto:ssnider@ACOE.org">ssnider@ACOE.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>209-257-5334</td>
</tr>
</tbody>
</table>

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has had a significant impact on Amador County Office of Education. The inability to have students physically present in classrooms has taken its toll on all of us. Educators did not enter the profession to instruct virtually from a computer screen, but we have all been forced to adapt to our current circumstances.

As soon as physical school building closures were announced in March, Amador County Office of Education staff immediately began preparing to implement distance learning without delay. Families were given a list of resources to continue student learning for the first full week of school closures, and all teachers began providing teacher-led distance learning the week of March 30, 2020. We attempted to limit program changes for students as much as possible. The degree that a program was changed depended on its ability to comply with CDC and local public health guidelines.

On July 30, 2020 the Board of Trustees made the decision to begin the 2020-2021 school year with 100% distance learning due to information from Amador County Public Health indicating it was imminent that Amador County would be listed on the state’s data monitoring list prior to the first day of school.

On Friday, August 28, 2020, Governor Newsom released new guidance including the 4-tiered system below for schools to follow for reopening. The guidance states: "Schools may reopen when their county moves from the 'widespread' (purple) tier to the 'substantial' (red) tier if they meet the established health state criteria for 14 consecutive days. Schools will also need to follow the industry guidance when they do reopen."

This framework lays out the measures that each county must meet, based on indicators that capture disease burden, testing, and health equity. A county may be more restrictive than this framework. This framework also notes signals of concern, including impacted healthcare capacity that may lead towards a dimming intervention. This framework replaces the current County Data Monitoring metrics. As the COVID-19 pandemic continues to be an evolving situation and new evidence and understanding emerges, the California Department of Public Health (CDPH) will continue to reassess metrics and thresholds.
See chart below for the framework metrics as set according to tiers based on risk of community disease transmission. Calculation of metrics is described in Appendix 1 of the CDPH guidance.

<table>
<thead>
<tr>
<th>Measure*</th>
<th>Higher Risk</th>
<th>Lower Risk</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjusted Case Rate for Tier Assignment</strong></td>
<td>Widespread Tier 1</td>
<td>Substantial Tier 2</td>
<td>Moderate Tier 3</td>
</tr>
<tr>
<td>(Rate per 100,000 excluding prison cases, 7 day average with 7 day lag)</td>
<td>&gt;7</td>
<td>4-7</td>
<td>1-3.9</td>
</tr>
<tr>
<td><strong>Testing Positivity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Excluding prison cases, 7 day average with 7 day lag)</td>
<td>&gt;8%</td>
<td>5-8%</td>
<td>2.4.9%</td>
</tr>
</tbody>
</table>

*To advance to the next tier, a county must also meet health equity measures as described below.

**Adjusted case rate will be determined using confirmed (by PCR) cases, and will not include state and federal inmate cases. Assignment of a case rate tier includes an adjustment factor for counties that are testing above the state average.

*** Excludes state and federal inmate cases

The District continues to be in regular communication with Amador County Public Health Officer Dr. Kerr about the current COVID-19 data in Amador County and will work closely with her, our Board of Trustees, and our labor partners when circumstances allow for reopening.
Schools may reopen for in-person instruction based on equivalent criteria to the July 17th School Re-opening Framework previously announced. That framework remains in effect except that Tier 1 is substituted for the previous County Data Monitoring List (which has equivalent criteria to Tier 1). Schools in counties within Tier 1 are not permitted to reopen for in-person instruction, with an exception for waivers granted by local health departments for TK-6 grades. Schools that are not authorized to reopen, including TK-6 schools that have not received a waiver, may provide structured, in-person supervision and services to students under the Guidance for Small Cohorts/Groups of Children and Youth.

Schools are eligible for reopening for in-person instruction following California School Sector Specific Guidelines once the county is off Tier 1 for 14 days, which is similar to being off the County Data Monitoring List for at least 14 days.

Potential re-closure due to increased COVID-19 cases after reopening should follow the July 17th School Re-opening Framework.

Plan for Reopening and Shifting the Learning Model as Conditions Change

Based on the aforementioned information, guidance and collaboration, ACOE will shift its learning model as follows. After reopening campuses, this may include shifting back to Distance Learning if the conditions require it.

- Tier 1: Distance Learning
- Tiers 2 & 3: Hybrid and Distance Learning (options offered to families)
- Tier 4: Full Return to School Campuses

Health and Safety Plan During COVID-19 for a Safe Return to School

The Health and Safety Plan provides detailed information about procedural requirements and the conditions and steps involved in the event a classroom, school or schools must close due to positive COVID-19 test cases. It also provides details on the protective measures that will be taken when schools reopen for classroom-based instruction.

COVID-19 has impacted our schools in the following ways.

Academic: The major change to academic programs was the nearly overnight shift from traditional classroom instruction to distance/mostly online learning. Teachers, still responsible for providing instruction appropriate for their grade level/content area, moved their classrooms to a digital platform. Many core academic programs were able to rely on the digital components of our adopted curriculum making it easier to ensure the continuity of learning. Unfortunately, due to their reliance on experiential learning, some programs were more adversely impacted by the transition to remote teaching and learning (i.e., Art, Drama, Culinary, Industrial Arts, Agriculture, and the hands-on portion of science instruction). Teachers of these subjects had to demonstrate creativity and flexibility as they were unable to ensure that their students had equal access to the supplies, apps, and equipment needed to complete comparable activities at home. CARES Act funds are being utilized for the 2020-2021 school year to provide all students with the supplies needed to complete activities at home for these elective courses.

Social: Programs focused on promoting community connectedness (i.e., Where Everyone Belongs, Link Crew, Kindness Club, etc.) were paused as staff priorities shifted toward meeting the academic needs and there wasn’t sufficient time to reimagine their role in our
educational landscape. Many of these activities resumed virtually once teachers had adjusted to providing instruction in an online format. Kindness Clubs, principal-led virtual awards assemblies, pre-recorded and virtual promotion and graduation ceremonies, are examples of adjustments made due to the COVID-19 circumstances.

**Athletics:** All spring sports competitions, practices and conditioning activities were canceled and all fall sports were pushed to January.

**Social-emotional:** Counselors regularly meet with students and families remotely, and teachers recognized the important role of the face-to-face interactions during Zoom and Google Meetings.

**Nutritional:** Food services transitioned to the grab-and-go breakfast and lunch options and distributed them at predetermined locations throughout the county.

**Special Education:** Most special education services were modified and provided remotely. Some designated instructional services (DIS) were greatly affected due to challenges with some staff and the inability to provide in-person services.

The major impacts of the physical school building closures on students and families were the lack of peer social interaction, lack of consistent access to trained educational professionals, loss of childcare except for essential workers, less supervision, and loss of identity and purpose when athletics and clubs ceased to meet.

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**Stakeholder Engagement**

[A description of the efforts made to solicit stakeholder feedback.]

Amador County Office of Education went to great lengths to solicit stakeholder feedback in the development of this plan. Separate live Zoom stakeholder engagement meetings were conducted for staff and for families and community members. During these meetings, a PowerPoint was shared explaining the plan and the various sections and prompts that need to be responded to. At the conclusion of each meeting, participants were asked to complete a Google survey to provide written feedback on each area of the plan. Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

The Plan was presented to the Amador Parent Advisory Committee (APAC) on Monday, August 31, 2020 for comments and feedback and to the District English Learner Advisory Committee (DELAC) on Tuesday, September 1, 2020 for comments and feedback.

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholder engagement meetings were conducted via Zoom for staff and for families and community members. During these meetings, a PowerPoint was shared explaining the plan and the various sections and prompts that need to be responded to. At the conclusion of each meeting, participants were asked to complete a Google survey to provide written feedback on each area of the plan. Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

These Zoom sessions were recorded and posted to the district website for those who were unable to attend the live sessions.

Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

[A summary of the feedback provided by specific stakeholder groups.]
Verbal and written feedback received from stakeholders indicated a strong desire for additional support for the mental health and social-emotional well-being of all students and staff. There were also common themes in the areas of additional tech support for families, purchasing additional devices for students and teachers, additional support outside the regular school day for students with disabilities, English learners, and any other students in need, having plenty of PPE on hand for when in-person instruction resumes, bringing small groups of at-risk students for in-person, targeted instruction, frequent assessment and intervention using online platforms, and additional time for students to interact socially in a virtual and in-person format.

Some themes of the feedback received from the Amador Parent Advisory Committee were around opportunities for students to participate in additional instruction after school hours to offset learning loss. There was also a suggestion to include students in the stakeholder engagement process, as well as to look to universities that have reopened successfully as a model for when in-person instruction resumes.

The theme of the feedback provided by the District English Learner Advisory Committee (DELAC) was a request for additional support and targeted instruction for students who are struggling. There was also a consensus for in-person offerings for the most at-risk students using the guidance released by CDE on August 25.

Stakeholder feedback received from the live stakeholder meetings and Google survey influenced every area of this plan. Some specific actions in the plan as a result of this feedback are the addition of two counselors to support the mental health and social-emotional well-being of students and staff, funding for after school clinics to offset learning loss, the purchase of additional Chromebooks for students and laptops for all teachers to provide the tools necessary to deliver instruction in a virtual format, the purchase of materials to support completion of projects at home, the purchase of online assessment and intervention platforms to be used to measure and offset learning loss, and additional bilingual aide hours to meet the demand for increased translation and family support.

Continuity of Learning

In-Person Instructional Offerings

The goal of Amador County Office of Education is to return to in-person instruction as soon as it is safe and permissible to do so, according to California Department of Public Health guidelines. To assist with this planning, two collaborative stakeholder committees were convened, one for staff and one for family/community members. These two committees then evolved into two subcommittees, one elementary and one secondary. These committees met in May, June and July 2020 to study various models for in-person instruction. Each committee developed a detailed plan to offer a hybrid model of in-person instruction where half of the students come two days a week and the other half come the other two days with a deep cleaning day in between (Wednesday). Each plan is described in detail in the following paragraphs.
The ultimate goal of the stakeholders is to go back to school with 100% of students and 100% of staff five (5) full days per week when it is reasonably safe to do so. The stakeholder committees reviewed resources including, but not limited to, the California Department of Education Guidebook and SB98. They gathered information from community members including staff and family surveys. They faced this work with the understanding of how the District could provide the best educational opportunities for ALL students, create options that meet the guidelines and requirements, and support both parents and teachers.

The committees also recognized the importance of re-evaluating the distance learning model with the understanding that as the world moves forward during the COVID-19 pandemic, there is the chance that the Amador County Health Department or the State Health Department could approve opening schools for more hours and/or more days a week. If/when this happens, students that have been engaged in distance learning can return to the brick and mortar classroom. There is also the chance that the Amador County Health Department or the State Health Department could close schools again after they reopen, requiring distance learning for periods of time. There is a strong need to be nimble and adaptable to rapidly changing information and COVID-19 circumstances.

The elementary stakeholder committee felt very strongly that the District should offer families options. These options would all function as a school within a school approach, utilizing our current teaching staff. Parents would commit to an option with a contract including parent responsibilities and District responsibilities, such as attendance, accountability, technology, materials, masks, etc. In the event parents need to change their option during the school year, they would work with their student’s school, and changes would be made based on available space. The enrollment process would include a section for parents to request students being placed together for child care purposes within the school and across the District. All communications and related information was provided in Spanish.

Key details of the elementary hybrid model are:

- All students participating in the hybrid model will come to school in either group A (Monday/Tuesday) or group B (Thursday/Friday).
- Students will come to school for 4 hours on in-person days, and be given a combination of packets and online learning to complete the other 3 days at home.
- The size of the cohorts will be the number of students that will fit in the classroom (up to 14) in order to maintain social distancing.
- Staggered start and dismissal times will be arranged to maintain social distancing, do temperature checks, and avoid large amounts of people in an area at one time.
- Recesses will also be staggered to limit the number of students and/or classes at any given time. There will be designated areas and students will be reminded to practice social distancing. Social distancing posters will be displayed on playgrounds.
- Attendance will be taken daily in person and/or virtually for the cohort not in person.
- Students will be assessed in person.
- A minimum of one recess per in-person instructional day will be provided to students.
- Grab and go meals will be provided.
- Grades will be reported each trimester on the ACOE report card.
An additional goal for this model is to look for opportunities to add more in-person time based on health and safety requirements and current COVID-19 circumstances.

The secondary stakeholder committee developed a hybrid model in which students attend school for a full day. The committee recognized that this will require significant organization for managing unstructured times like lunch and passing periods. Below is a model full-day bell schedule that was developed and reviewed by the committee. This schedule addresses concerns related to social distancing and providing both student supervision and a duty-free lunch for teachers. The sample schedule is color-coded in the tutorial/lunch period block to demonstrate the activity of each group of students. Yellow represents one group and blue represents the other.

### Draft Full Day Bell Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
</table>
|      | **A COHORT**  
4 hours of in person instruction |       |
|      | **B COHORT**  
4 hours of in person instruction |       |
|      | **DEEP CLEANING OF CLASSROOMS**  
Students and teachers at home due to deep cleaning |       |
|      | **ALL STUDENTS**  
Complete required virtual assignments and packets |       |
|      | **TEACHER**  
- Office hours  
- Weekly packet prep  
- Weekly virtual assignments prep  
- Grading of assignments  
- District collaboration, grade level planning/calibration and PD |       |
|      | **STUDENT**  
Complete virtual assignments and packet work throughout the day |       |
|      | **STUDENT**  
Complete virtual assignments and packet work throughout the day |       |
|      | **STUDENT**  
Complete virtual assignments and packet work throughout the day |       |
|      | **STUDENT**  
Complete virtual assignments and packet work throughout the day |       |

*A minimum of 1 recess per in-person instructional day will be given to students.*
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 8:45</td>
<td>Screening/temp checks</td>
<td>Multiple designated locations with space for students to wait socially distanced (probably not office)</td>
</tr>
<tr>
<td>8:45 – 9:58</td>
<td>Period 1 or 2</td>
<td>73 minutes long</td>
</tr>
<tr>
<td>9:58 – 10:06</td>
<td>Passing Period</td>
<td>2 cycles, 4 min each</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Idea: Odd numbered classrooms go first, followed by even numbered classrooms</td>
</tr>
<tr>
<td>10:06 – 11:19</td>
<td>Period 3 or 4</td>
<td>73 minutes long</td>
</tr>
<tr>
<td>11:19 – 11:23</td>
<td>Passing Period</td>
<td>4 minutes for selected half of students to move to tutorial classroom (such as all students in odd classrooms)</td>
</tr>
<tr>
<td>11:23 – 11:57</td>
<td>1st Tutorial/Study Hall</td>
<td>34 minutes for students to work independently on classwork</td>
</tr>
<tr>
<td>11:23 – 11:53</td>
<td>1st Lunch</td>
<td>Remaining students (students in even classrooms) go to lunch. Teachers from those rooms will have duty free lunch at this time.</td>
</tr>
<tr>
<td>11:53 – 11:57</td>
<td>Passing Period</td>
<td>4 minutes for students on first lunch to report to tutorial classroom. Teachers on first lunch will return to their room to receive students for tutorial.</td>
</tr>
<tr>
<td>11:57 – 12:31</td>
<td>2nd Tutorial/Study Hall</td>
<td>34 minutes for students to work independently on classwork</td>
</tr>
<tr>
<td>11:57 – 12:27</td>
<td>2nd Lunch</td>
<td>Students who had First Tutorial go to lunch. Teachers who supervised First Tutorial will have duty free lunch.</td>
</tr>
<tr>
<td>12:27 – 12:31</td>
<td>Passing Period</td>
<td>4 minutes for students and teachers on second lunch to report to Learning Block 3 classroom.</td>
</tr>
<tr>
<td>12:31 – 12:35</td>
<td>Passing Period</td>
<td>4 minutes for students who had second tutorial to report to Period 5/6 classroom.</td>
</tr>
<tr>
<td>12:35 – 1:48</td>
<td>Period 5 or 6</td>
<td>73 minutes long</td>
</tr>
<tr>
<td>1:48 – 1:56</td>
<td>Passing Period</td>
<td>2 cycles, 4 min each</td>
</tr>
</tbody>
</table>
In this model, because students will attend school for an entire day, class periods will be longer, allowing for more in-depth instruction. More effective in-person instruction will then enable teachers to have greater flexibility with how to plan independent learning opportunities for the remainder of the week that build on content taught in class. Teachers will not be reliant on hosting virtual sessions to teach important concepts, but could provide all students with related assignments, handouts, and texts for completion at home. Of all considered options, the committee believed that a full-day hybrid would most closely resemble traditional modes of teaching and learning.

The subcommittee did consider and discuss a half-day model, but with increased frequency so that students came more frequently. Such a model would involve teachers instructing in person for a full day, except the morning would be dedicated to one track of students and the afternoon would be for the other track of students. Although periods would be short, the benefit would be that students would receive almost daily in-person instruction. Logistically, however, the subcommittee did not feel this was a viable option. Half days would be a hardship on families, but it would also be extremely difficult to sanitize effectively between groups of students. If transportation is to be provided, this model would also not allow for adequate time to return the first track of students home and pick up a different track to come to school. The subcommittee was concerned about the potential cost increase that would be associated with bringing two groups of students to campus on the same day. Also, this model would not support the needs of many types of courses that rely on ample instructional and student work time with tools and materials that can only be accessed at school.

The subcommittee discussed at length including all five days of the week as in-person instructional days versus the four proposed. However, the inconsistency created by students reporting three days one week and two the next could become a hardship for families who are trying to plan effectively. This also would not allow for the deep cleaning day to occur in between student groups attending. Additionally, there are several weekday holidays in the school calendar. A track of students could potentially miss a significant amount of in-person instructional time without an unscheduled day being available to hold makeup sessions. After careful consideration, the drawbacks were determined to be greater than the benefits, thus four days have been recommended.

The subcommittee also discussed the particular days of the week that should be designated as in-person instructional days for each track. It was acknowledged that the elementary and secondary plans should be closely aligned for the benefit of families. Although the secondary subcommittee recommended the schedule as displayed below, there could also be a benefit to scheduling each track to attend consecutive days. For example, Track 1 could attend Monday/Tuesday and Track 2 could attend Thursday/Friday. The subcommittee felt strongly that consistency and simplicity for all students, staff, and families should be the ultimate deciding factor. Below is a model schedule for a rotating block for student groups developed by the secondary committee.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:56 – 3:08</td>
<td>Period 7 or 8</td>
<td>72 minutes</td>
</tr>
<tr>
<td>3:08 – 3:12</td>
<td>Dismissal</td>
<td>2 cycles, 2 minutes apart</td>
</tr>
</tbody>
</table>

**Recommended Rotating Block Hybrid Model**

This model was adopted by the Board of Trustees on 7/20/2020. The model has not yet been implemented due to the Board decision on 7/30/2020 for distance learning.

- Total student enrollment at each school is separated into two tracks* to allow for fewer students on campus at a time
- Each track will attend school two full days per week
* Students will attend four class periods the first day and four different periods the next day

*This table has been changed to match the days elementary students will attend.

<table>
<thead>
<tr>
<th>Track 1: Last Name A – L</th>
<th>Track 2: Last Name M – Z</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td><strong>Track 1</strong></td>
<td><strong>Track 1</strong></td>
</tr>
<tr>
<td>- Full day on-campus instruction</td>
<td></td>
</tr>
<tr>
<td>- Periods 1, 3, 5, 7</td>
<td>- Full day on-campus instruction</td>
</tr>
<tr>
<td>- Periods 2, 4, 6, 8</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td><strong>Track 1</strong></td>
<td><strong>Track 2</strong></td>
</tr>
<tr>
<td>- Independent distance learning</td>
<td></td>
</tr>
<tr>
<td>- Virtual and/or hard-copy assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td><strong>Track 2</strong></td>
</tr>
<tr>
<td><strong>Track 1</strong></td>
<td><strong>Track 1</strong></td>
</tr>
<tr>
<td>- Independent distance learning</td>
<td></td>
</tr>
<tr>
<td>- Virtual and/or hard-copy assignments</td>
<td></td>
</tr>
</tbody>
</table>

* Tracks will be primarily determined by the student’s last name. However, adjustments can be made based on family need.

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of personal protective equipment (PPE) such as masks, face shields, Plexiglas, and hand sanitizer.</td>
<td>$ 40,000</td>
<td>N</td>
</tr>
<tr>
<td>Purchase disinfecting devices such as room foggers, hand washing stations, and bathroom disinfecting machines to assist with the intensive requirements of offering in-person instruction.</td>
<td>$15,000</td>
<td>N</td>
</tr>
<tr>
<td>Hire additional custodial and supervision staff to assist with the intensive cleaning / disinfecting and increased supervision requirements associated with offering in-person instruction.</td>
<td>$80,000</td>
<td>N</td>
</tr>
<tr>
<td>Establish outdoor classrooms to support in-person instruction.</td>
<td>$300,000</td>
<td>Y</td>
</tr>
</tbody>
</table>
Amador County was officially placed on the state’s data monitoring list on Monday, August 17, 2020 after being above the threshold for case rate and testing positivity for several weeks. The Board of Trustees had the foresight to see this official notification coming and, on July 30, 2020, the Board made the decision to open the school year with full distance learning. Many preparations for distance learning have occurred since that time.

The crisis-response distance learning model from March 2020 has been updated to include all requirements from Senate Bill 98. Students participate and interact with their teacher(s) and peers daily. Assessments and grades are given. Daily attendance is required and taken. Hot spots and Chromebooks are provided to families who need them. Textbooks, materials, and packets were distributed through a drive-through pick-up process or delivered by a bus driver to families who needed that support. At the elementary level, hard copy student work is being turned in weekly through a similar process and new instructional materials provided as needed. At the secondary level, student work is submitted online. Teachers are collaborating with their site and grade level peers to ensure consistency in instruction, rigor, assessment, feedback, and workload. Teachers are given the option of providing distance learning from their classroom or home depending on health risks and guidance from the Amador County Health Department.

In order to support the continuity of learning with the possibility of being required to shift from distance learning, to in-person instruction, back to distance learning, the online portions of all district-adopted curriculum have been purchased and provided to teachers and students. Hard copies of district-adopted textbooks and supplemental instructional materials have also been distributed to students prior to the start of the school year to ensure access to the adopted curriculum whether at home or in-person. A major difference with distance learning for the 2020-2021 school year is that all teachers are using the state-approved, district adopted curriculum as the primary instructional resource with a few supplemental resources as appropriate, time permitting.

The following are additional key aspects of distance learning at all schools:

- Teachers engage in purposeful, standards-aligned instruction.
- Students learn new content/skills with the same rigor and expectations of their hybrid and homeschool model peers.
- Teachers provide both live and recorded lessons/instruction daily. Live instruction and other lessons may be recorded and available for viewing.
- Teachers meet virtually in a variety of settings with students to provide both whole group and small group instruction as well as Designated ELD, and intervention.
- Grades will be reported each trimester (elementary) or quarter (secondary) on the ACOE report card.
- Board adopted materials are used including Benchmark, My Math, CA Collections, and CPM.
- Weekly packets, textbooks, and materials are distributed by site.
- Weekly packets at each site are the same per grade level.
- Teachers refer to the Hybrid/Distance Learning Resources provided by the educational services department for additional instructional recommendations.
- Teachers provide feedback to students, including observational comments, grades, an evaluative or descriptive note, a question for clarification, etc.
- Students who are not responding to assignments are contacted by the teacher and/or school staff. Teachers notify school staff if they have not received work from or communicated with a student after 3 days.
- Communication with families is documented on the site agreed upon documentation form.
- An attendance record of daily and weekly student engagement is used by all teachers.

**Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In order to ensure equitable access to educational content for all students, particularly low-income students, foster youth, and English learners, we ensure that all students without access to a digital device or internet are provided a school-issued Chromebook and/or Wi-Fi/hotspot. Staff has been diligent about attempting to contact every family in order to ensure that everyone has access to the device(s) they need.

Nearly 2,500 Chromebooks and 800 hotspots have been distributed to families to begin the 2020-2021 school year.

**Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Student progress in distance learning is tracked and monitored using a combination of participation in the live daily interactions and the completion of assignments. Student progress in a hybrid model will be tracked and monitored using a combination of attendance at the in-person instruction days and the completion of assignments. In distance learning, teachers provide live daily interaction for all students. Each student’s participation in live class sessions is tracked by the teacher. Teachers use a combination of participation in the live daily interactions and the completion of assignments to determine the time value of pupil work. All students are provided at least the minimum number of daily instructional minutes, based on the grade span, through a combination of daily live interaction and assignment completion.

**Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The educational services department coordinated a robust menu of professional development offerings prior to the start of the 2020-2021 school year. All employees were provided three additional contracted days the week before school started in order to have the necessary time to plan, collaborate, and participate in the professional development needed to meet the new demands of distance learning.

The trainings have been in the form of webinars (both live and recorded) on how to use digital platforms such as Google Classroom, Google Meet, Zoom, and Edpuzzle to deliver and enhance remote instruction. Additionally, the Educational Services department has expanded access to digital curriculum and supplementary instructional resources for teachers by creating accounts for teachers on already purchased platforms.
platforms such as Benchmark, My Math, California Collections, Edgenuity, CPM, and FOSSweb, reaching out to companies offering free trials for standards-aligned digital curriculum such as STEMscopes and Rosetta Stone, and by offering implementation support as needed.

Additionally, the Educational Services department continues to connect teachers and families with regional partners such as the region 6 STEM collaborative, Bilingual/ English Learner Leadership (BELL) Network, and the Instructional Leadership Corps that offer guidance on how to deliver effective digital learning.

Teachers of severely handicapped students will receive professional development specific to the comprehensive Unique learning platform.

**Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The normal job duties of certain job classifications and staff members employed by the school district are not relevant in a distance learning format. For example, with students not physically coming to school campuses, the main role of bus drivers who normally transport students to and from school has been altered. In order to support new responsibilities associated with delivering instruction in a distance learning format, our bus drivers have had their roles temporarily changed to support school sites with things such as delivering and picking up Chromebooks, hot spots, textbooks, supply kits, and anything else that needs to be taken to or collected from our families.

Another example is with campus supervisors who would normally spend their day interacting with students around the school site regarding parking issues, class attendance, assisting with minor discipline infractions, and other general campus security issues. With students not on campus in a distance learning format, our campus supervisors have assisted with things such as providing technology support to families, assembling materials kits for art, P.E., and other electives classes, coordinating the distribution of these kits with bus drivers to ensure every student receives one, and assisting with cleaning and disinfecting around the campus.

A final example is with some of our library clerks who would normally spend their day checking in and out books to students and classes rotating through the library. With students not physically present on campuses, our library clerks’ roles have shifted to supporting the disinfecting of frequently touched surfaces to assist with the promotion of health and safety for all staff and students.

**Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Amador County Office of Education understands that our students with unique needs may be the ones impacted most by the COVID-19 pandemic. As a result, we have put many supports in place for the 2020-2021 school year.

At the elementary level, intervention teachers remain in place at all schools, with the temporary increase in hours from last year being made permanent for this year. These teachers meet with small groups of students virtually to provide additional support in targeted areas based on performance on district assessments and teacher recommendation.

At the secondary level, each school has designated an MTSS coordinator to provide additional support to the students who need it most. At the junior high level, the instructional administrator fills this role, while at the high school level, a teacher fills this role as one of their assigned sections.
Our counselors have gone to great lengths to inform the greater school community that they are available to assist students and families with whatever needs may arise during the COVID-19 pandemic. In addition to the regular teacher and administrator referral process, many counselors have created their own web-pages, Google Classrooms, and Google Forms for self-referrals. A referral system using Google Forms is being used to streamline the student referral process so students are seen in a timely fashion when more urgent matters arise. SEL focused, virtual presentations are provided weekly by teachers and counselors that include coping skills for anxiety and trauma with the recordings of the lessons available on Google Classroom.

With the long-awaited release of the California Department of Public Health’s “Guidance for Small Cohorts/Groups of Children and Youth” on August 25, 2020, we are in the planning stages for offering in-person instructional services to small cohorts of at-risk students. Services such as speech and language, occupational therapy, intensive counseling, and targeted academic intervention are a few areas being considered for in-person instruction. This will likely be offered at “service centers” being established at central locations in each school community.

Using the guidance provided by Californians Together, we understand the importance of making sure that English learners have full access to the curriculum. Therefore, the Designated and Integrated ELD supports which are embedded in our adopted curriculum are provided to all English learners. Supplementary ELD resources and webinars curated by the California Department of Education are also highlighted for teachers on our district resource page. We proactively engage parents by making sure that school communication is in families’ native language whenever appropriate. Additionally, our bilingual aides meet virtually and/or call our English learners and their families to provide assistance with school work and translations as needed.

In order to meet the needs of our low-income students, foster youth, and English learners we ensure that all students without access to a digital device or internet are provided a school-issued Chromebook and/or Wi-Fi / hotspot. Staff is diligent about contacting every family in order to assist them in any way possible with both the transition to distance learning and their social-emotional needs.

Our Foster Youth liaison, Bilingual Parent liaison, and all of our counselors reach out to students and families to provide support and services as needed.

Emergency Services Plans are being provided for students with exceptional needs that address how services will be provided during distance learning. Modifications were made to the number of minutes students received in Specialized Academic Instruction (SAI) as well as in Designated Instructional Services (DIS). To support distance learning, The ACOE increased preschool aide staffing to support in-home instruction with both technology and materials for hands-on activities. Additionally, the ACOE contracted a temporary school psychologist to complete assessments from the spring quarter when schools were closed and to provide assessments and counseling for students with disabilities in a distance setting. Following the guidance from the local Health Officer, on-site service centers are being created in 4 locations throughout the county to allow for students to meet with their service providers one on one.

To support the transition between distance learning and site based instruction, curriculum was purchased and implemented promoting learning continuity. The “Unique” learning system, with all supporting components, was purchased. Training was provided through professional development for all Severe Handicapped staff. Social and emotional learning was supported through the purchase and implementation of the “Circles” curriculum. This curriculum helps students understand relationships and social boundaries in a visual format. The “Theraplatform” was purchased to allow DIS staff to provide services such as speech and language, occupational therapy, adaptive physical education, visual impairment, etc. in a virtual format. Parent trainings are being created and conducted by staff to support parents with technology, curriculum, and understanding how services will be provided during the time their students were learning from home.
<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase touchscreen Chromebooks to ensure equitable access to distance learning for SH students, foster youth, English learners, and low-income students.</td>
<td>$34,500</td>
<td>Y</td>
</tr>
<tr>
<td>Purchase laptop computers with cameras, microphone, and speakers for all teachers to provide the tools necessary for distance learning.</td>
<td>$93,000</td>
<td>N</td>
</tr>
<tr>
<td>Three additional work days added to all employees contracts for planning, collaboration, and professional development to successfully open the school year.</td>
<td>$50,000</td>
<td>N</td>
</tr>
<tr>
<td>Online versions of curriculum platforms to ensure the continuity of learning between in-person and distance learning.</td>
<td>$40,000</td>
<td>N</td>
</tr>
<tr>
<td>Materials to support at home completion of projects for core and elective classes such as science, art, P.E., and culinary.</td>
<td>$80,000</td>
<td>Y</td>
</tr>
<tr>
<td>Additional bilingual aide hours to meet the demand for increased translation and family support.</td>
<td>$1,000</td>
<td>Y</td>
</tr>
<tr>
<td>Equipment cost and monthly service contracts for hotspots to provide connectivity for all students who need it.</td>
<td>$65,000</td>
<td>Y</td>
</tr>
<tr>
<td>Special Education Teacher on Special Assignment (TOSA) to support instruction in a distance learning or hybrid format.</td>
<td>$110,000</td>
<td>Y</td>
</tr>
<tr>
<td>Psychological Services</td>
<td>$144,000</td>
<td>Y</td>
</tr>
<tr>
<td>Chromebooks for SH Aides</td>
<td>$10,042</td>
<td>Y</td>
</tr>
<tr>
<td>Unique Learning System</td>
<td>$8,123</td>
<td>Y</td>
</tr>
<tr>
<td>Additional Special Education Preschool Aide Support</td>
<td>$41,227</td>
<td>Y</td>
</tr>
<tr>
<td>Edumark Learning Platform</td>
<td>$41,000</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]
All teachers met in grade level teams (elementary) and content area cohorts (secondary) on August 26, 2020 to make agreements about common assessment tools and learning loss strategies to be used by all grades TK-12 teachers.

At the elementary level, in order to address pupil learning loss that results from COVID-19 during the 2019-2020 and 2020-2021 school years, teachers will assess students during the first 20 days of school to get an initial assessment of where students are at. Teachers will continue to assess students at the end of the 1st Trimester (November), the end of the 2nd Trimester (March), and at the end of the 3rd Trimester (May). The most current ELPAC results will also be used to measure ELD status, as well as the EL assessments embedded in the Benchmark Advance curriculum. Teachers will use our district's ELA assessments and math assessments that were developed by our TK-6 Assessment Committee in 2019. The Assessment Committee followed our standards based report cards when developing our assessment plan. We will use diagnostic, formative and summative assessments to guide instruction and intervention.

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

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

The data from the assessments described above will be used to determine what strategies or supports are necessary to address learning loss. The strategies and supports will vary, depending on student need, especially with an SH student population.

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

At the secondary level, each school’s ELA department will determine which tools are best suited to respond to student learning loss. Site departments will develop a learning loss mitigation response plan that utilizes one or more tools based on student need. Examples of the tools discussed include IABs, Renaissance Learning (some sites would like to purchase again), Common Lit, CAASPP Digital Library,
Edgenuity MyPath (Used at Independence High School and North Star Independent Study School), i-Ready, Newsela Pro (paid version will provide data tracking), and CA Collections materials in Spanish.

Teachers will use differentiation to respond to students’ learning needs during class. Self-assessment tools will be used for students to be aware of areas for growth and progress. A combination of designated ELD, integrated ELD, and bilingual aides will support EL students during the school day. Office hours are provided to meet 1-1 with students who need additional support. Students will be referred to the MTSS process as needed, and collaboration time will be used to analyze the data and determine next steps.

Secondary math teachers will take a two-pronged approach to addressing learning loss using the research from John Hattie. According to Hattie, collective teacher efficacy has the greatest impact on student learning. Keeping this in mind, we will reach out to our partners at the Sacramento County Office of Education and/or Susan Hoffmier, an international teacher mentor from CPM (our district-adopted curriculum), to work with our teachers to analyze the data from student assessments, identify and prioritize standards to be taught, and explore teaching strategies that will support student learning in a remote environment.

The second prong focuses on identifying students for small group, targeted instruction. In Hattie’s research, response to intervention has one of the largest effect sizes in raising student achievement. Using the student assessment data, we will identify students needing mathematics intervention. These students will be grouped with peers needing support in similar target areas. These groups of students will work with a highly-qualified teacher after school to work on any gaps that may be preventing these students from accessing grade-level content.

In order to accommodate these intervention groups, additional teacher hours will be needed on a temporary basis in order to provide these supports.

Teachers of severely handicapped students will utilize the content recommended in the Unique curriculum as a result of the diagnostic assessments.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]
Teachers of severely handicapped students will use the progress monitoring assessments in the Unique program to measure the effectiveness of the learning loss strategies implemented.

### Actions to Address Pupil Learning Loss

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding for after school clinics in math and reading to make up for lost learning time.</td>
<td>$5,000</td>
<td>Y</td>
</tr>
<tr>
<td>Additional supplemental instructional programs to target learning loss.</td>
<td>$25,000</td>
<td>Y</td>
</tr>
<tr>
<td>Professional development to support best practices for intervention</td>
<td>$25,000</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Mental Health and Social and Emotional Well-Being

Amador County Office of Education understands the social-emotional toll the COVID-19 pandemic has taken on our students and families. Social isolation and loneliness combined with reduced income, income insecurity, or job loss have resulted in increased anxiety and stress levels that are unhealthy for both students and adults. This has an impact on the social emotional health and overall well-being of many people.

All counselors have a weekly schedule to check in with students. Students can also request counseling through email, the school website, a Google Form or other means. Teachers and parents may refer students to counselors if they recognize a need. A referral system using Google Forms is being widely used to streamline the student referral process so students are seen in a timely fashion when more urgent matters arise. Social emotional learning presentations are provided virtually on a weekly basis by teachers and counselors that include coping skills for anxiety and trauma, and the recordings of these lessons available in many teachers’ Google Classrooms.

The Director of Special Education/SELPA works closely with special education teachers/case managers, to monitor all students. Discussions include overall progress with their classes, attention to individual students who are struggling with attendance and participation, reports from parents about emotional or behavioral concerns, etc. Some adjustments made as a result of these discussions include reducing work demands, frequent or individual check-ins with staff, and adjusting requirements of cameras and participation. In order to support all students, the Director of Special Education/SELPA consults with teachers, principals and parents to troubleshoot and assist in determining the best course of action.

The Director of Special Education/SELPA also shares professional development opportunities and resources with teachers, and has attended school psychologist related professional development specific to assessment during COVID-19.
The Educational Services team and Equity Committee shares resources for teachers to better understand equity in the home setting and managing expectations regarding rigor and workload. More training on recognizing signs of abuse or trauma in students during this time is planned, as well as supporting the emotional well-being of employees during this time, including work/life balance and mental health.

School psychologists utilize assessment tools for measuring the social and emotional well-being of students. They then analyze individual student strengths and needs and develop effective interventions and services to support the mental health of students. School psychologists consult, collaborate, and communicate with staff with the goal of promoting the use of mindfulness strategies to reduce work-related stress. Teachers are encouraged to use mindfulness techniques with their classes and report any concerns regarding students who demonstrate ongoing negative or limited engagement in virtual classroom lessons to administrators, case managers, and/or counselors and psychologists. School psychologists emphasize the need for recreation and relaxation to support one’s overall health during distance learning.

The following are resources currently being used by teachers, counselors, and other support staff:

- Trauma-Informed Distance Learning Strategies can be found at: SELcenter.WestEd.org
- NCTSN Learning Center brings together resources focused on specific populations, including adolescents who have experienced trauma and substance abuse, homeless youth, and refugees. The courses in this section offer interactive online training modules, video lectures, case examples, assessment tools, and expert tips.
- At the secondary level, staff will utilize the guidelines set by the American School Counseling Association Toolkit for Virtual High School Counseling and the California School Counseling Association:
  - ASCA: https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-high-school-counseling

Other strategies include:
- Supplemental social emotional learning curriculum to support students, both during in-person and virtual instruction.
- Art lessons in a virtual format promoting social-emotional wellness
- Classroom music and band in a virtual format
- Updated websites and curriculum suggestions for parents/families on the district website

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Amador County Office of Education will use a multi-tiered system of supports to ensure all students are engaged in the distance learning and hybrid models of instruction for the 2020-2021 school year. Attendance for distance learning is accounted for using a combination of participation in the daily live interactions offered by every teacher and the completion of assignments in the Google Classroom.
The first tier of the re-engagement plan involves welcoming students and parents to the new school year and the improved distance learning format in order to promote a culture of positive attendance. This includes raising the awareness of school personnel, parents, guardians, and caregivers of the negative effects of chronic absenteeism and other challenges when students are not fully participating in the educational program. Proactive outreach to families about the importance of school attendance and participation in the live daily interactions or recorded lessons being posted to teachers’ Google Classrooms are examples of how this will be accomplished in a remote environment.

The Aeries student information system has been updated to reflect codes appropriate for distance learning and a hybrid model to indicate which students are engaged and which students are not. Using this data, schools will follow the tiered plan below to reengage students, as necessary.

The second tier of the plan ensures that students with attendance problems are identified as early as possible in order to provide the appropriate support and interventions at the school. Teachers, office staff, and repurposed classified staff will assist with calling each family to find out the reason why the student is not engaged. Support for reengaging students will be provided as needed. Examples might be access to a Chromebook or hotspot, counseling support to address social-emotional needs, help structuring a daily schedule, technology troubleshooting, or any other support that is needed.

The third tier is for students who have exhausted the resources and support attempts offered by the school. More intensive outreach by the counselor or a home visit might be appropriate in this case. When all other efforts have been attempted without success, then a referral to the school attendance review board (SARB) may be necessary. The SARB is composed of a diverse group of experts who can link the family to any needed school district or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The food service department of the Amador County Office of Education adjusted quickly to ensure all students continued to receive nutritionally adequate meals, despite the COVID-19 pandemic. The district received notification that we are able to free provide meals to all students, regardless of income status until at least December, 2020. Drive-through meal pickup is being provided at Plymouth and Pioneer Elementary Schools, Ione Junior High, and Argonaut and Amador High School. Meals are also being delivered by bus drivers to 6 areas of the county that are remote and further away from school sites. When students return to campus for in-person instruction, nutritionally adequate meals will continue to be provided in a grab-and-go format until CDPH guidance indicates otherwise.

During the spring of 2020, the Food Services Department served 41,472 grab-and-go breakfasts and 41,472 grab-and-go lunches for a total of 82,944 meals. All staff were required to wash their hands and sanitize all frequently touched items to include, door handles, counter tops, freezer and refrigerator handles, all serving carts and serving trays. This was repeated throughout the day. Meals were either placed on a sanitized table or sheet pan where parents could grab the meals and drive away. No meals were consumed on site. At the end of the day, all items were again sanitized for the next day's use. Three of the sites only had one employee, making social distancing a non-issue. The three sites that did have more than one employee worked at separate workstations within the cafeteria, wore gloves, and maintained their 6 to 10 feet of separation.
Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health and Social-Emotional Well-Being</td>
<td>Provide two additional counselors to target the social-emotional needs of English learners, foster youth and low-income students.</td>
<td>$25,000</td>
<td>Y</td>
</tr>
<tr>
<td>Mental Health and Social-Emotional Well-Being</td>
<td>Funding for staff time to complete virtual training in trauma informed practices and strategies to address trauma and other impacts of COVID-19 on the school community.</td>
<td>$10,000</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.41%</td>
<td>$571,880 (Total allocation of LCFF Supplemental funds)</td>
<td></td>
</tr>
</tbody>
</table>

Required Descriptions

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

Due to the unique needs of foster youth, English learners, and low income students, Amador County Office of Education always considers these subgroups of students first when planning for additional supports for students. This is evidenced by time spent in principals’ weekly meetings to strategize and plan, time in every instructional day for teachers to meet with individual students and small groups for intervention support, dedication to meeting Section 504 and IEP timelines and goals, and high level of dedication and participation in ELAC and DELAC meetings for shared decision making.

Foster youth, English learners, and low income students will be given priority if there are limited slots available in after school reading and math clinics using the supplemental programs purchased. Foster youth, English learners, and low income students are also given priority when it comes to Chromebooks, internet hotspots, and materials kits in order to fully engage in their education whether in a distance learning or hybrid format.
These actions are effective in meeting the needs of these students based on the use of best practices, research-based resources and strategies, high levels of teacher collaboration and efficacy, and the provision of individual and small group instruction and intervention. Effectiveness will be measured using the aforementioned assessment tools and strategies.

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

<table>
<thead>
<tr>
<th>Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required in a variety of ways. Some examples of this include these students being the primary recipient of the additional counselor support. We know the social-emotional toll the pandemic has taken on our students and families, especially our foster youth, English learners, and low income students. The additional counseling services will be effective in addressing the increased need in these subgroups of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We recognize these subgroups of students as being in greater need of Chromebooks and hotspots which are being provided for use at home and support this need by ensuring all students have this support.</td>
</tr>
<tr>
<td>Many of our low income, foster youth, and English learners do not have the materials at home necessary to complete projects assigned by art, science, and/or electives teachers. These materials are being provided by the District to the aforementioned subgroups of students.</td>
</tr>
<tr>
<td>The unique needs of foster youth, English learners, and low income students are also the priority as staff are provided extra hours to complete training in strategies to address trauma and other impacts of COVID-19 on the school community.</td>
</tr>
<tr>
<td>While not part of the aforementioned subgroups, ACOE supports students with disabilities in the following ways:</td>
</tr>
<tr>
<td>- All Mild/Moderate and Designated Instructional Services (DIS) special education teachers have their own Google Classroom for all students on their caseload, and/or are part of a general education teacher's Google Classroom for push-in support.</td>
</tr>
<tr>
<td>- Teachers document all communication with families and students and maintain service logs for each student on their caseload.</td>
</tr>
<tr>
<td>- IEP meetings occur in a virtual meeting format with paperwork shared with all IEP team members and virtual signatures attained after the meeting.</td>
</tr>
<tr>
<td>- Amendment/Distance Learning Plan/Emergency Services Plan meetings are being held for each student with an IEP to determine needs and supports and services during COVID-19.</td>
</tr>
</tbody>
</table>
AGENDA ITEM #: 7.8

SUBJECT:
CSBA Recommended Board Policy Updates: Human Resources– Discussion/Action

BACKGROUND INFORMATION:
California School Board Association (CSBA) provides five policy update packets per fiscal year. Policies are presented for updating in the area of Business Services. The descriptions summarize the recommended changes to each policy. It is recommended that school districts review the materials and modify their policies accordingly.

BP 4119.11/4219.11/4319.11 – Sexual Harassment (BP revised)
Policy updated to reflect NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026) which require that complaints of behavior that meets the federal definition of sexual harassment be addressed through new Title IX complaint procedures. Title of compliance officer changed to Title IX Coordinator pursuant to federal regulations, and responsibility assigned to Title IX Coordinator to receive complaints and determine the appropriate complaint procedure to use.

Board Policy 5145.7 - Sexual Harassment
Policy updated to include examples of actions to reinforce the district's sexual harassment policy, consistent with NEW LAW (AB 34, 2019) which requires posting the sexual harassment policy on the district's web site and NEW LAW (AB 543, 2019) which requires displaying a poster and providing the sexual harassment policy in student orientations. Policy also reflects NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026) which require that complaints of behavior that meets the federal definition of sexual harassment be addressed through new Title IX complaint procedures. Title of compliance officer changed to Title IX Coordinator throughout policy pursuant to federal regulations.

FISCAL IMPLICATION:
None

RECOMMENDATION:
Superintendent Russell recommends approval of the CSBA recommended board policy updates.

PRESENTED BY:
Dave Vicari, Assistant Superintendent, Human Resources
Amador COE and USD

Board Policy

Sexual Harassment

BP 4119.11
BP 4219.11
BP 4319.11

Personnel

The following policy shall apply to all district and county office employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board of Trustees prohibits sexual harassment of district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district and county office employees and, when applicable, to interns, volunteers, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular
anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

**Sexual Harassment Reports and Complaints**

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Upon investigation of a sexual harassment complaint, any district or county office employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:
EDUCATION CODE
200-262.4  Prohibition of discrimination on the basis of sex
GOVERNMENT CODE
12900-12996  Fair Employment and Housing Act, especially:
12940  Prohibited discrimination
12950  Sexual harassment; distribution of information
12950.1 Sexual harassment training
LABOR CODE
1101  Political activities of employees
1102.1  Discrimination: sexual orientation
CODE OF REGULATIONS, TITLE 2
11009  Employment discrimination
11021 Retaliation
11023 Harassment and discrimination prevention and correction
11024  Sexual harassment training and education
11034  Terms, conditions, and privileges of employment
CODE OF REGULATIONS, TITLE 5
4900-4965  Nondiscrimination in elementary and secondary education programs receiving state financial assistance
UNITED STATES CODE, TITLE 20
1681-1688  Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 42
2000e-2000e-17  Title VII, Civil Rights Act of 1964, as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.9  Nondiscrimination on the basis of sex in education programs or activities
106.51-106.82  Nondiscrimination on the basis of sex in employment in education programs or activities
UNITED STATES CODE, TITLE 42
2000d-2000d-7  Title VI, Civil Rights Act of 1964
2000e-2000e-17  Title VII, Civil Rights Act of 1964, as amended
2001h-2-2001h-6  Title IX, 1972 Education Act Amendments
CODE OF FEDERAL REGULATIONS, TITLE 34
106.9  Dissemination of policy
COURT DECISIONS
Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Management Resources:
OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL
Protecting Students from Harassment and Hate Crime, January 1999

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Promising Practices for Preventing Harassment, November 2017

WEB SITES
California Department of Fair Employment and Housing:  http://www.dfeh.ca.gov
U.S. Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr/index.html

Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted:
Amador COE and USD

Board Policy

Sexual Harassment

BP 5145.7

Students

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)
The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions
Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

**In accordance with law**, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
200-262.4  Prohibition of discrimination on the basis of sex
48900  Grounds for suspension or expulsion
48900.2  Additional grounds for suspension or expulsion; sexual harassment
48904  Liability of parent/guardian for willful student misconduct
48980  Notice at beginning of term
48985  Notices, report, statements and records in primary language

CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE
12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20
1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 34
12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.71 - 106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Transgender Students, May 2016
Q&A on Campus Sexual Misconduct, September 2017
Dear Colleague Letter: Title IX Coordinators, April 2015
Questions and Answers on Title IX and Sexual Violence, April 2014
Dear Colleague Letter: Sexual Violence, April 4, 2011
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES
CSBA: http://www.csba.org
Policy AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: Jackson, California