

**AGENDA**  
**AMADOR COUNTY OFFICE OF EDUCATION**  
**BOARD OF TRUSTEES**  
Wednesday, February 13, 2019

**IMMEDIATELY FOLLOWING ACUSD MEETING**

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

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the Superintendent's Office at 209-257-5353 at least 24 hours before the scheduled Board meeting. {Government Code §54954.2} [Americans with Disabilities Act of 1900, §202.]

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

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

OUR MISSION: Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

1.0 **CALL TO ORDER**

2.0 **BOARD MEMBERS**

- [ ] Susan Ross – Board President
- [ ] Kandi Thompson – Board Clerk
- [ ] Deborah Pulskamp
- [ ] James Marzano
- [ ] Janet White
- [ ] Hailey Dacier – Student Board Member
- [ ] Chanelle Carney – Student Board Member

3.0 Roll taken by the Secretary to the Governing Board

4.0 **ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA**

5.0 **PUBLIC COMMENTS**

*A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on non-agenda items. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The 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.*

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

## 6.0 CONSENT AGENDA

The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website at [www.amadorcoe.org](http://www.amadorcoe.org).

### 6.1 Minutes

6.1a Board Meeting – January 9, 2019 1

### 6.2 Business

6.2a Warrants issued between December 28, 2018 – February 1, 2019 - \$541,014.62 11

### 6.3 Educational Services

6.3a School Accountability Report Cards (SARC) 16

### 6.4 Donations

6.4a The Special Education Department received a donation of \$265.00 from Elk's Lodge #2426

6.4b Shenandoah Valley Charter School received a donation of \$200.00 from California Native Plant Society, El Dorado Chapter.

## 7.0 DISCUSSION/ACTION ITEMS

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

### 7.1 **Amador County Office of Education's Audit Report for 2017-18 – Discussion/Action** (Mr. Critchfield)

Amador County Public Schools contracts with Crowe LLP to perform an audit of County funds. This was completed following the closure of books. The report is under separate cover. 17

### 7.2 **English Learner (EL) Master Plan – Discussion/Action** (Mr. Snider)

The plan provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELACs); and the annual evaluation of English learner programs. 18

## 8.0 INFORMATIONAL ONLY

8.1 **Personnel** (Mr. Vicari) 29

## 9.0 REPORTS

9.1 **LCAP Mid-year Report** (Mr. Snider)

9.2 **Enrollment Report** (Mr. Critchfield)

9.3 **Monthly Financial Report** (Mr. Critchfield)

9.4 **Report from Superintendent** (Dr. Russell)

9.5 **Reports and Remarks from Board Members**

## 10.0 NEXT MEETING

**ACUSD Regular Meeting: Wednesday, February 27, 2019 Amador County Administration**

**Building, 810 Court St., Jackson, CA.** Open Session at 7:30 PM. ACOE Board Meeting immediately following.

11.0 **ADJOURNMENT**

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

\* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours.

**MINUTES**  
**AMADOR COUNTY OFFICE OF EDUCATION**  
**BOARD OF TRUSTEES**  
Wednesday, January 9, 2019

**IMMEDIATELY FOLLOWING ACUSD MEETING**

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

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1.0 **CALL TO ORDER** 8:00 PM

2.0 **BOARD MEMBERS**

- [X] Susan Ross – Board President
- [X] Kandi Thompson – Board Clerk
- [X] Deborah Pulskamp
- [X] James Marzano
- [X] Janet White
- [X] Hailey Dacier – Student Board Member
- [X] Chanelle Carney – Student Board Member

3.0 Roll taken by the Secretary to the Governing Board

4.0 **Appointment of Secretary to the Board** (President Ross)

Board Clerk Thompson moved to appoint Dr. Russell as Secretary of the Board, Board Member White seconded. **The motion passed 5-0 with two student advisory vote in favor of the motion.**

5.0 **ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA**

6.0 **PUBLIC COMMENTS**

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[Government Code §54954.2*

president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. **NOTE:** If you wish to address the Board please complete a speaker card and give it to the Board Clerk.

## 7.0 **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 Marzano seconded. **The motion passed 5-0 with two student advisory vote in favor of the motion.**

### 7.1 **Minutes**

7.1a Board Meeting – December 12, 2018

### 7.2 **Business**

7.2a Warrants issued between December 14, 2018 – December 29, 2018

7.2b Authorization of Signatures

### 7.3 **Educational Services**

7.3a Williams Quarterly Report (October/November/December)

## 8.0 **DISCUSSION/ACTION ITEMS**

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### 8.1 **Contract Approval with Silver Creek Industries for Special Education Facility at Argonaut High School – Discussion/Action (Mr. Critchfield)**

In 2012, the Amador County Office of Education received approval from the Office of Public School Construction (OPSC) for a financial hardship facility project. Recently, funding was released for this project by the State Allocation Board (SAB) allowing the county office to move forward with this project. The state requires that the county office enter into a contract for at least 50% of the \$2,544,200 awarded money for this project by January 22, 2019. Utilizing the pricing set forth in the Chula Vista Elementary School District piggyback is a legally acceptable method to enter into a contract. The entire Chula Vista ESD piggyback contract can be found online at <https://www.amadorcoe.org/uploads/pdfs/Chula-Vista-ESD-Piggyback-Contract-2017-Renewal.pdf>.

Mr. Critchfield introduced Mr. Eloy Vento and presented the contract from Silver Creek Industries for the Special Education building at Argonaut High School. Mr. Critchfield spoke to the Board regarding the term “piggyback” and the meaning of presenting a piggyback bid for the State approved project.

Board President Ross asked how frequently districts and Counties use piggyback bids.

Mr. Vento answered that it happens very often and is a common application that districts and Counties use. Mr. Critchfield added that the building has already been approved by DSA.

Board Clerk Thompson asked if Silver Creek is the same company that Chula Vista used.

Mr. Vento answered that it is. Board Clerk Thompson asked if oversight of the project

falls under Mr. Vento's existing contract. Mr. Critchfield answered that oversight will fall under several different existing contracts. Board Clerk Thompson asked if there would be any additional cost to the County. Mr. Critchfield answered that no money may be spent by the County on these projects. There will be funds left over for the project after this contract is entered to pay for other services which will go out to bid later on. Board Member Marzano asked where the new building would be located. Mr. Critchfield answered that it will be going in a vacant spot of land on the school campus. Board Member Pulskamp motioned to approve the contract with Silver Creek, and Board Clerk Thompson seconded. **The motion passed 5-0 with two student advisory votes in favor of the motion.**

**8.2 Contract Approval with Silver Creek Industries for Special Education Facility at Plymouth Elementary School – Discussion/Action (Mr. Critchfield)**

In 2012, the Amador County Office of Education received approval from the Office of Public School Construction (OPSC) for a financial hardship facility project. Recently, funding was released for this project by the State Allocation Board (SAB) allowing the county office to move forward with this project. The state requires that the county office enter into a contract for at least 50% of the \$1,364,544 awarded money for this project by January 22, 2019. Utilizing the pricing set forth in the Chula Vista Elementary School District piggyback is a legally acceptable method to enter into a contract. The entire Chula Vista ESD piggyback contract can be found online at <https://www.amadorcoe.org/uploads/pdfs/Chula-Vista-ESD-Piggyback-Contract-2017-Renewal.pdf>.

Mr. Critchfield spoke to the board regarding the second project approved by the state for a special education building at Plymouth Elementary School.

Board Clerk Thompson asked if these funds were from Prop. 51. Mr. Critchfield answered yes, these are from Prop. 51 but they will go to fund 35.

Board Member Marzano asked about the "delay in projects" and how that could affect the project cost. Mr. Critchfield answered that Silver Creek would not have the authority to raise their costs. Board Clerk Thompson moved to approve the contract with Silver Creek, and Board Member Marzano seconded. **The motion passed 5-0 with two student advisory votes in favor of the motion.**

**8.3 Setting of the County Superintendent's Salary – Discussion/Action (Board Clerk Thompson, Board Member White)**

The County Board of Education fixes the salary of the County Superintendent, per California Constitution, Article IX, Section 3.1(b). The Amador County Office of Education Board of Trustees has the authority to set the salary of the County Superintendent of Schools. On November 14, 2018, the Board appointed a subcommittee consisting of Board Clerk Kandi Thompson and Board Member Janet White, with support from Assistant Superintendent Jared Critchfield, to research legal statute and options for setting the County Superintendent's salary, and return to the Board of Trustees with a recommendation.

Public Comment: Anne Roeth, Special Education Teacher, expressed her concern regarding setting the County Superintendent salary at \$12.00 per year.

Dr. Russell spoke to the Board about his role as County Superintendent. He reported on the training and background research he has done to prepare for his role as County Superintendent, including conversations with Mike Fine with FCMAT, and training with the California County Superintendent Association. He presented the role of the County Superintendent, as lined out in his training and research. Dr. Russell reported on the responsibilities he would take on as the

County Superintendent and concluded that the role is a full-time position and should be compensated as such. He asked the Board to consider setting the County Superintendent salary to \$107,001.00 annually.

Board Member Pulskamp asked what the differences are between superintending a single-single district as opposed to a multi-district county office. Dr. Russell answered that if the County had decile 1-3 schools, the County Superintendent would be responsible to work and communicate with outside agencies to make site visits and generate reports and then bring those reports to the Board for presenting. There are no decile 1-3 schools in Amador, so his obligation is to do what all other 58 California State County Superintendents do and that is to superintend. Board Clerk Thompson commented that in a multi-district county, a County Superintendent oversees more than in a single-single district, so they are also responsible for the fiscal oversight of the annual budget approval. They are also responsible for the oversight of the Local Control and Accountability Plan (LCAP) and they conduct the Williams Act visits and reports. As a single-single district, Amador relies on the State of California Department of Education (State) to provide oversight. Dr. Russell commented that this information was not correct, that according to the State and what he was informed of in training was that if Amador had schools in decile 1-3 then the State would provide oversight. Amador does not have schools in decile 1-3 so he will provide oversight in his role as the County Superintendent.

Board President Ross asked for the information to be checked with Mr. Critchfield. Mr. Critchfield answered that for financials, the Business Office currently turns in the County and District budget to the State for approval. Dr. Russell commented that yes, the State would still give budget approval, but it is the responsibility of the County Superintendent to make the site visits and report on those visits. Mr. Critchfield commented that he believed Board Clerk Thompson was referring to approval and because there is one District and County Board, the County cannot have approval authority because they would be approving their own budget.

Board Member Marzano asked what "decile" means. Dr. Russell answered that it is how schools are sorted by things like grades, test scores, and how students perform on state testing. Board Member Marzano asked if it was an acronym and Dr. Russell answered it is not.

Board President Ross reported that most County Offices in California serve multiple school districts, such as the County Office of Sacramento. However, there are seven counties in which there is only one school district, and Amador County is one of them. These single district County Offices use a dual superintendent model, with the State providing oversight. In June, 2018, Amador County elected Dr. Russell as the County Superintendent. The current established salary is one dollar per month. Now that one Superintendent is not serving in a dual role, it is incumbent upon the County Office Board to fix the salary of the new County Office Superintendent. As Board President, she advised the Board to carefully and thoughtfully consider a fair and responsible salary, based on research, facts and comparables. Board President Ross presented the Board Subcommittee tasked with researching information for setting the County Superintendent's salary and asked that questions and comments be held until the end of the presentation.

Board Member White spoke to the Board regarding the County Board's role in determining the County Superintendent's salary. She stated the current operational model that we use is designed for one superintendent for both sides and that Dr. Russell knew that the salary was \$1 when he became a candidate. She further stated that the salary was set very low to deter people from running for county superintendent. Board Clerk Thompson reported on the research done by the board sub-committee and the method used to calculate a salary for the ACOE Superintendent which included analyzing the duties of the ACOE Superintendent, comparing the percentage of

time used to complete these duties with comparable districts, and a breakdown of the County Office and District students. Board Clerk Thompson concluded that in line with the most comparable district, and with percentages taken into account, the Subcommittee recommended the Board set the County Superintendent salary to \$38,500.00 annually for a four year term. Board President Ross thanked the Subcommittee for their report and requested that a copy of the Subcommittee presentation be included in the minutes.

Board Member Pulskamp asked if Dr. Russell if he is currently receiving a salary for teaching and expressed her concern regarding a conflict of interest. Dr. Russell answered that he is continuing to teach and receive a salary. He spoke to his legal counsel and was informed that a conflict of interest is not a concern. Board Clerk Thompson asked for Dr. Russell to provide a copy of the documentation from the attorneys and the resources they used, stating that it isn't a conflict of interest, it would help to answer the Board's questions. Dr. Russell answered that he believed Lozano Smith had already looking into it and that they could provide a copy of their report and that he would do the same.

Dr. Russell discussed the number of students and staff served by the County Office of Education. Board Member Pulskamp asked if the numbers included state preschool students. Dr. Russell answered it does not. Dr. Russell expressed his concerns regarding his role, working together with Board members, the amount of mistrust that he has already experienced and his concerns regarding a political agenda.

President Ross thanked both the Board Subcommittee and the Superintendent on their reports. Board Member White commented that she is a strong advocate for special education, after losing a child. She expressed her concern with the duplication of work by Assistant Superintendents and the County Superintendent. Dr. Russell responded that the same could be said for the District Superintendent.

Board Clerk Thompson expressed her thoughts on the role of the County Superintendent, explained her role on the subcommittee and the work she and Board Member White completed. She also expressed that she has no political agenda and wishes to work collaboratively with Dr. Steve Russell.

Board Member Marzano stated that he hopes in the future Dr. Steve Russell will refrain from calling out Board Members. Dr. Russell responded that he doesn't know Board Member Marzano or Board Member Pulskamp but he looks forward to working with them and having them contribute to the Board. Board Member Marzano thanked Dr. Steve Russell for his clarification.

Board President Ross commented that moving forward they need to work together. She requested that the subcommittee's report be included in the minutes.

Board Member Pulskamp expressed her concerns regarding the duplication of services and asked that the Board consider shortening the term of the salary so the Board may see what services will truly be offered by each superintendent. Board Member Pulskamp moved to approve the proposal of the subcommittee to set the County Superintendent salary at \$38,500.00 for a term of one year and that the Board revisit the ACOE's salary in one year. The motion failed for lack of a second.

Board Clerk Thompson moved to add \$10,050.00 to the recommendation of the subcommittee for the County Superintendent's salary for medical benefits cost, and Board Member White seconded. **The motion passed 4-1 with no student advisory votes in favor of the motion.**



Board President Ross moved to approve the subcommittee recommendation of setting the County Superintendent's salary at \$38,500.00 and to include the additional \$10,050.00 for a four year term, and Board Clerk Thompson seconded. **The motion passed 4-1 with no student advisory votes in favor of the motion.** Board Member Pulskamp expressed that she voted against the motion because she wanted to review the salary in one year. Board Clerk Thompson commented that if deemed necessary the Board would review the salary in one year.

9.0 **INFORMATIONAL ONLY**

9.1 **Personnel** (Mr. Vicari)

10.0 **REPORTS**

10.1 **Report from Superintendent** (Dr. Russell)

10.2 **Reports and Remarks from Board Members**

Board Clerk Thompson commented that she is looking forward to all of them working together.

Board President Ross echoed Board Clerk Thompson's sentiments.

11.0 **NEXT MEETING**

**ACUSD Regular Meeting: Wednesday, January 23, 2019 Amador County Administration Building, 810 Court St., Jackson, CA.** Open Session at 7:30 PM. ACOE Board Meeting immediately following.

12.0 **ADJOURNMENT** 9:30 PM

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## AMADOR COE SUPERINTENDENT SALARY SUBCOMMITTEE RESULTS

Presented by COE Board Members Kandi Thompson and  
Janet White



## WHAT IS THE ROLE OF THE ACOE BOARD IN DETERMINING THE SUPERINTENDENT SALARY?

- The California Constitution grants each county board of education the power to fix the salary for a county superintendent of schools. (Cal. Const., art. IX, § 3.1.) The California Attorney General has confirmed that this power is plenary, meaning each county board has broad discretion to fix a county superintendent's salary as it sees fit. (81 Ops. Cal. Atty. Gen. 384 (1978).) Although a county superintendent is, by statute, entitled to compensation for certain specified items, such as actual and necessary traveling expenses (see Ed. Code, §§ 1200-1203), the county board is otherwise wholly empowered to determine the appropriate compensation rate for a county superintendent.
- A county board may also set the time and frequency of changing a Superintendent's salary, although once set, any changes to the county superintendent's salary or any benefit, for any reason, may only be made upon approval of the county board after discussion at a regularly scheduled meeting. (62 Ops. Cal. Atty. Gen. 856 (1979); Ed. Code, § 1209; Gov. Code, § 54958.)

## SUBCOMMITTEE WAS DIRECTED TO:

- Per Mr. Russell's request, the board decided to re-evaluate the COE Superintendent salary
- Identify Amador County Office Superintendent's direct duties
- Identify number of students served
- What the COE Supt. budget responsibility is
- Identify any other appropriate criteria deemed applicable to be compared with other like size single/single districts, keeping in mind our current fiscal landscape
- Based on data and all the research found, make a recommendation to the board of a fair and equitable salary and term for the COE Superintendent

## HOW WE GOT HERE...

- County Office Superintendent is an elected or appointed position and serves with a County Board of Education.
- Amador County is a unique school district in that it has only one school district in the county. This is considered a County Unified District. It's uncommon for counties to only have only one school district in the whole county and as such there are only 7 County Unified Districts in the state of California out of 58 County Offices. This is also commonly referred to as a single/single district meaning one district in one county.
- In County Unified Districts such as Amador County Schools, there is a unique makeup of the county that combines the COE and the USD together for more resources and opportunities for the students. This model is designed for one Superintendent to oversee both the District side as well as the COE side.
- With Mr. Steve Russell being elected as County Office of Education Superintendent in the June election, the school board appointed a subcommittee to research and recommend the salary for the COE Superintendent position. Historically the salary for this position is \$1/month, which is what the salary was when Mr. Russell opted to run for this position. The reason that this is generally set up this way is to deter people from running for the COE Superintendent position because our district model is designed to only support one Superintendent, not two.
- This posed a very difficult task as a subcommittee due to our historical perspective and that this position is not intended to be a separate position but part of a whole

## THE STEPS WE TOOK:

- We reached out to the other 6 single/single COE Superintendents looking for three things:
  - What percentage of their position do they allot to the COE Superintendent duties?
  - What percentage of their overall salary is for the COE Superintendent role?
  - How many COE students do they serve?
- We researched the CCSESA (California County Superintendents Educational Services Association) website for:
  - Legal framework for County Board and Superintendent Roles and Responsibilities
  - Direct duties for a single/single county office Superintendent (the duties are different than a County Office Superintendent who oversees multiple districts in one county)
- We sought legal counsel on the best course of action to determine a salary for the ACOE Superintendent.
- We reached out to Sally Frazier, Former COE Superintendent, current COE Board Member for guidance from Leadership Associates for on the best way to research this salary and present this report.
- We reviewed the case of Clock vs. ACOE to see the primary factors used to calculate Dick Glock's salary during the time he served as only the COE Superintendent.

## SINGLE/SINGLE DISTRICTS, STUDENTS SERVED & TIME ALLOTTED

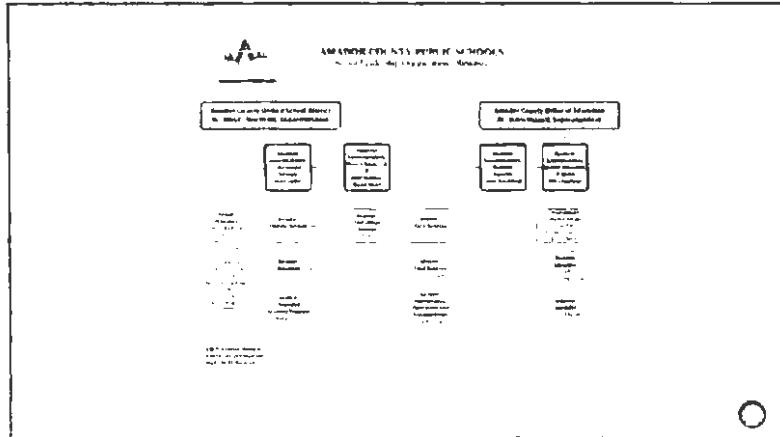
- Alpine County Office of Education, Dr. Patrick Traynor, Superintendent
  - 20-25% (Total district students 120, COE students 13-15)
- Amador County Office of Education, Mr. Steve Russell, Superintendent
  - 10% (Total district students 4006, COE students 188) – the percentage was what portion of the previous COE Superintendent's salary was allotted for these duties
- Del Norte County Office of Education, Mr. Jeff Harris, Superintendent
  - 10% (Total district students 4300, COE students 170) – The COE Salary is \$1000/month. District salary is \$175,000. COE Salary is 6.8% of district salary
- Mariposa County Office of Education, Ms. Robin Hopper, Superintendent
  - 10% (Total district students 1710, COE students 45)
- Fumas County Office of Education, Ms. Terry Oestreich, Superintendent
  - 10% (Total district students 1900, COE students 20)
- San Francisco Office of Education, Dr. Vincent Matthews, Superintendent
  - Wasn't able to reach Mr. Matthews (Total district students 64,063, COE students 293)
- Sierra County Office of Education, Dr. Merrill Grant, Superintendent
  - 15% (Total district students 425, COE students 25)

## BREAKDOWN OF ACOE & DISTRICT STUDENTS

County & District Students by School		
School	District Students	County Totals
Alpine High	122	122
Alpine Middle	171	171
Del Norte High	34	34
Del Norte Middle	32	32
Del Norte	45	45
Mariposa High	170	170
Mariposa Middle	190	190
Mariposa	20	20
Sierra High	425	425
Sierra Middle	25	25
Sierra	450	450
<b>Total</b>	<b>2006</b>	<b>2006</b>

## DUTIES OF ACOE SUPERINTENDENT

- Oversee and support the schools and programs operated by the COE such as charter schools, community court schools (i.e. expelled youth), moderate to severe Special Education programs, and the California State Preschool Program
- Employ and supervise COE certificated and classified staff including:
  - Assistant Superintendent of Business Services (Jared Critchfield) – oversees the COE budget, business office and staff
  - Assistant Superintendent of Special Education and SELPA (Mimi Faulkner) – oversees the Special Education programs, students and staff including: Psychologists, Program Specialist and Behavior Specialist
  - Director of Preschool (Julia Sierk) – oversees the preschool program, teachers and students
  - Director of Extended Learning Program (Marge Plant) – oversees the afterschool ELP program staff and students
- Visit schools, enforce the course of study, and provide an annual state of the schools report to the Board of Trustees and the County Board of Supervisors
- Collaborate with the COE Board of Trustees to keep the county programs focused on learning and achievement
- For counties that have one school district in the county (such as ours), THE COE is responsible to:
  - Provide fiscal oversight and annual budget approvals for both USD and the COE
  - Provide oversight and approval of the LCAP for both the USD and COE
  - Conduct Williams Act visits and report on the outcomes



### WHAT ARE OTHER S/S COE SUPT. SAYING ABOUT THEIR SUPERINTENDENT DUTIES:

- Mr. Jeff Harris with De Norte County Office of Education – *"If I met with each of my directors once a week I would effectively be doing my COE Superintendent duties."* Mr. Harris mentioned that he receives \$1000/month for his county salary and \$175,000/year for his district duties. He also mentioned that his county salary is about 2 days a month which is equivalent to about 10% of his district salary.
- *"Del Norte is the closest county unified district to ours with 4300 students enrolled."*
- Ms. Terry Oestreich with Plumas County Office of Education – *"I asked myself whether or not I could do the County Office Superintendent position as a half time position and it would never take 50% of my time. The 10% is really indicative of how much time this job takes."*

### LOZANO SMITH RE: GLOCK VS. AMADOR COUNTY BOARD OF EDUCATION

- Per Lozano Smith, Attorneys At Law -
  - There is no clear mode nor comparisons for a single-district county superintendent's salary, where that individual does not dually function as the district superintendent. That said, the Amador County Board of Education ("Board") was faced with similar circumstances in 2015, when the Board elected to non-renew the employment contract of then ACOE and District Superintendent, Richard Glock, stripping Mr. Glock of his District superintendent duties, while he remained in his elected county superintendent role. At that time, the Board considered three primary factors in fixing Mr. Glock's new salary as county superintendent.
    - County Size
    - Salary Comparisons
    - Budget Responsibility

- **COUNTY SIZE:**
  - In the previous slides we compared county office sizes in other single/single districts. We included the amount of county students served, the percentage of their role that the county office superintendent position takes as well as the percentage of their District salary that makes up the COE Superintendent Salary
- **SALARY COMPARISONS:**
  - Per the previous slide as mentioned above, the comparisons were on the salaries that each single/single COE Superintendent receives based on the duties assigned
- **BUDGET RESPONSIBILITY:**
  - With the District budget at \$41.5 Million and the COE budget at \$12.6 Million, that totals \$54.1 Million. The percentage of the county office budget of the overall budget is 23.2%. Taking 15% of the superintendent allotted salary equals \$33,000.00. In this example we would be proposing a combined Superintendent salary of district and county of \$220,000. 85% of that would be the district superintendent salary at \$187,000 which is already budgeted for and 15% would be COE superintendent is \$33,000. Based off the 85 - 15 model which is how many of the district level managers are split from district and county office

**• SALARY BASED ON DIVISION OF STUDENT RESPONSIBILITY**

- In considering the different salary options, we looked at the salary rate reflecting the proportion of students the county superintendent has responsibility for, compared to the District superintendent.
  - 84% of the students are served by the District and 6% are served by the County Office of Education.
  - Based on this formula, 8% of the current District superintendent salary would be \$11,220/year.

**• SALARY BASED ON DIVISION OF BUDGETARY RESPONSIBILITY**

- Determining that the current County budget is 23.2% of the overall budget, we looked at offering 23.2% of the District superintendent salary of \$187,000. This works out to be \$43,384/year.

## CONCLUSION AND RECOMMENDATION

- As a subcommittee we have done extensive research and we have tried to make this fair not only to the individual but to make sure we are safeguarding the resources that will be available for the children that we are responsible for serving.
- We believe that our recommendation is fair because our research shows that this number could have been consistent with 10% of the County Superintendent's salaries as is the case with 57% of the single county districts Superintendents.

**WARRANTS**

<u>Warrant #</u>	<u>Description</u>	<u>District</u>	<u>Date</u>	<u>Amount</u>
60046843	DISCOUNT SCHOOL SUPPLY	3	12/28/2018	225.87
60046844	PLAY WITH A PURPOSE	3	12/28/2018	2,818.68
60046845	SCHOLASTIC MAGAZINES	3	12/28/2018	1,266.65
60046846	SCHOOL OUTFITTERS LLC	3	12/28/2018	601.94
60046847	APERS/Petty Cash	3	1/4/2019	23.65
60046848	APPLIED BEHAVIOR CONSULTAN	3	1/4/2019	1,726.10
60046849	BROWN, JASON AND LINDA	3	1/4/2019	2,502.25
60046850	Erica Malaspino	3	1/4/2019	479.18
60046851	KARI ADAMS	3	1/4/2019	445.80
60046852	ROOTS,PATRICIA	3	1/4/2019	1,566.63
60046853	SACRAMENTO COUNTY OFFICE O	3	1/4/2019	2,886.28
60046854	SAN JOAQUIN CO OFFICE OF E	3	1/4/2019	6,327.00
60046855	Transitions/Petty Cash	3	1/4/2019	98.86
60046856	ACCOUNTABLE HEALTHCARE STA	3	1/4/2019	3,960.00
60046857	ALPHAVISTA SERVICES INC	3	1/4/2019	11,520.18
60046858	APPLIED BEHAVIOR CONSULTAN	3	1/4/2019	2,589.15
60046859	BELLEFAIRE JCB	3	1/4/2019	5,741.58
60046860	CENTRAL VALLEY AUTISM PROJ	3	1/4/2019	1,980.67
60046861	HUNT & SONS INC	3	1/4/2019	6,370.95
60046862	LOWES	3	1/4/2019	568.96
60046863	MOBILE MODULAR MANAGEMENT	3	1/4/2019	2,213.90
60046864	SIERRA CHILD & FAMILY SERV	3	1/4/2019	10,093.25
60046865	TUOLUMNE JPA WORKERS COMP	3	1/4/2019	13,313.00
60046866	ALHAMBRA	3	1/4/2019	24.22
60046867	OFFICE DEPOT	3	1/4/2019	34.46
60046868	YAN-MAR COMMUNICATIONS	3	1/4/2019	398.01
60046869	AT&T	3	1/4/2019	719.96
60046870	CITY OF JACKSON	3	1/4/2019	336.95
60046871	CITY OF PLYMOUTH	3	1/4/2019	161.96
60046872	PACIFIC GAS & ELECTRIC CO	3	1/4/2019	1,462.11
60046873	VOLCANO TELEPHONE CO	3	1/4/2019	46.95
60046874	VOLCANO TELEPHONE CO	3	1/4/2019	106.54
60046875	CSEA	3	1/4/2019	109.00
60046876	ERICSON, KARIN	3	1/4/2019	32.70
60046877	LANDERGEN, CYNTHIA	3	1/4/2019	69.49
60046878	ROETH, ANNE	3	1/4/2019	143.34
60046879	SCHULT, ALISON	3	1/4/2019	131.35
60046880	SJCOE	3	1/4/2019	150.00
60046881	PLANT,MARGIE J	3	1/4/2019	180.30

60046939	CVT-CALIFORNIA'S VALUED TR	3	1/11/2019	137,877.76
60046940	COMMUNICATION RISING	3	1/11/2019	9,180.00
60046941	CSM INC.	3	1/11/2019	3,000.00
60046942	EATON INTERPRETING SERVICE	3	1/11/2019	4,332.75
60046943	ENTERPRISE FM TRUST	3	1/11/2019	3,406.02
60046944	GUIDING HANDS SCHOOL	3	1/11/2019	6,231.50
60046945	HEAR SAY	3	1/11/2019	285.00
60046946	HUNT & SONS INC	3	1/11/2019	3,314.65
60046947	MCCOLGAN & ASSOCIATES INC	3	1/11/2019	875.42
60046948	NEXUS YOUTH & FAMILY SERVI	3	1/11/2019	16,386.92
60046949	SYSCO FOOD SERV.OF CENTRAL	3	1/11/2019	749.67
60046950	A.C.O.E/Petty Cash	3	1/11/2019	88.10
60046951	ALHAMBRA	3	1/11/2019	59.24
60046952	AMADOR CO USD CLEARING ACC	3	1/11/2019	611.00
60046953	ELLIOTT, MARIE	3	1/11/2019	1,540.00
60046954	FAGEN FRIEDMAN & FULFROST	3	1/11/2019	228.00
60046955	LONGERO, RAMONA	3	1/11/2019	455.62
60046956	MAITA CHEVROLET	3	1/11/2019	189.30
60046957	ROOTS,PATRICIA	3	1/11/2019	1,564.05
60046958	Transitions/Petty Cash	3	1/11/2019	29.38
60046959	AMADOR CO USD CLEARING ACC	3	1/11/2019	1,332.98
60046960	ACES WASTE SERVICES INC	3	1/11/2019	169.98
60046961	AT&T	3	1/11/2019	39.97
60046962	PACIFIC GAS & ELECTRIC CO	3	1/11/2019	421.44
60046963	AT&T	3	1/11/2019	18.23
60046964	NOLAN,SCOTT	3	1/11/2019	89.93
60046965	WELLNESS TOGETHER	3	1/11/2019	390.47
60046966	SIERK ZANZE, JULIA	3	1/11/2019	<u>176.28</u>
				<u>276,471.53</u>

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

Payroll 1/1/2019 to 1/31/2019

865,584.12

**WARRANTS**

<u>Warrant #</u>	<u>Description</u>	<u>District</u>	<u>Date</u>	<u>Amount</u>
60047026	AT&T MOBILITY	3	1/23/2019	736.66
60047027	ADAIR, JOHN	3	1/23/2019	215.28
60047028	BEMIS, ALISON	3	1/23/2019	141.70
60047029	BIANCHI, CHRISTINA	3	1/23/2019	158.05
60047030	CSEA	3	1/23/2019	109.00
60047031	DICKEY, DENISE	3	1/23/2019	432.84
60047032	HELMER, REGINA	3	1/23/2019	70.85
60047033	LAFARGA , NANCY	3	1/23/2019	327.00
60047034	LEIBOLD, DAWN	3	1/23/2019	83.93
60047035	RIORDAN, JON	3	1/23/2019	94.83
60047036	ROBINSON, AMANDA	3	1/23/2019	18.31
60047037	ROETH, ANNE	3	1/23/2019	73.58
60047038	SCHOOL SERVICES OF CALIF.	3	1/23/2019	675.00
60047039	PLANT,MARGIE J	3	1/23/2019	154.62
60047040	ACCOUNTABLE HEALTHCARE STA	3	1/23/2019	3,600.00
60047041	BELLEFAIRE JCB	3	1/23/2019	15,652.83
60047042	CENTRAL VALLEY AUTISM PROJ	3	1/23/2019	1,980.67
60047043	GROWING HEALTHY CHILDREN	3	1/23/2019	1,820.00
60047044	J's COMMUNICATIONS	3	1/23/2019	515.73
60047045	MOBILE MODULAR MANAGEMENT	3	1/23/2019	1,462.50
60047046	MOUNTAIN VALLEY CHILD & FA	3	1/23/2019	21,260.00
60047047	NORTHERN CALIF PREPARATORY	3	1/23/2019	4,069.00
60047048	OCCUPATIONAL THERAPY CHILD	3	1/23/2019	292.50
60047049	OFFICE DEPOT	3	1/23/2019	66.03
60047050	SPEECH THERAPY ASSOCIATES	3	1/23/2019	11,210.00
60047051	TOTAL COMPENSATION SYSTEMS	3	1/23/2019	765.00
60047052	TUOLUMNE COUNTY JPA	3	1/23/2019	277.50
60047053	WHITAKER BROTHERS BUSINESS	3	1/23/2019	4,419.10
60047054	ALHAMBRA	3	1/23/2019	18.05
60047055	KAPLAN EARLY LEARNING CO	3	1/23/2019	307.96
60047056	S & S WORLDWIDE INC	3	1/23/2019	319.23
60047057	SAM'S CLUB	3	1/23/2019	101.14
60047058	SYSCO FOOD SERV.OF CENTRAL	3	1/23/2019	677.63
60047059	GEDDES, BONNIE	3	1/23/2019	300.98
60047060	JB'S AWARDS	3	1/23/2019	29.07
60047061	LOZANO SMITH LLP	3	1/23/2019	2,794.50
60047062	RICK MCCARLEY CONSULTING	3	1/23/2019	64.00
60047063	TALX UC EXPRESS	3	1/23/2019	250.00



60047064	BOSS -BUSINESS OFFICE SYST	3	1/23/2019	259.91
60047065	CALIFORNIA DESIGN WES	3	1/23/2019	13,088.85
60047138	ACSA	3	1/31/2019	94.25
60047140	AFLAC Payroll Account Serv	99	1/31/2019	878.40
60047141	AMERICAN FIDELITY ASSURANC	99	1/31/2019	11,775.91
60047142	AMERICAN FIDELITY	99	1/31/2019	5,943.50
60047143	AMERICAN FIDELITY HSA	99	1/31/2019	550.00
60047144	CALIFORNIA TEACHERS ASSOC.	99	1/31/2019	19,964.02
60047145	CSEA CHAPTER 239/827	99	1/31/2019	8,355.64
60047146	ACSA	99	1/31/2019	1,046.35
60047147	SCHOOLS FINANCIAL CREDIT U	99	1/31/2019	6,645.40
60047148	GOLDEN 1 CREDIT UNION	99	1/31/2019	720.00
60047149	STANDARD INSURANCE COMPANY	99	1/31/2019	3,898.19
60047150	TRACS	99	1/31/2019	18,151.86
60047151	STATE TEACHERS RETIREMENT	99	1/31/2019	378.67
60047152	GUARANTY FEDERAL BANK/CTA	99	1/31/2019	3,080.00
60047153	SPECIAL EDUCATORS OF AMADO	99	1/31/2019	927.50
60047154	SAN JOAQUIN COUNTY OFFICE	99	1/31/2019	2,404.50
60047155	CALIFORNIA STATE DISBURSEM	99	1/31/2019	388.00
60047156	CALIF STATE DISBURSEMENT U	99	1/31/2019	326.00
60047157	CALIFORNIA STATE DISBURSEM	99	1/31/2019	951.00
60047158	FRANCHISE TAX BOARD	99	1/31/2019	360.00
60047159	CALIFORNIA STATE DISBURSEM	99	1/31/2019	313.00
60047160	FRANCHISE TAX BOARD	99	1/31/2019	327.23
60047161	AMADOR COUNTY SHERIFF'S OF	99	1/31/2019	37.00
60047162	Amador County USD	99	1/31/2019	376.50
60047163	Amador COE	99	1/31/2019	75.00
60047164	COURT ORDERED DEBT COLLECT	99	1/31/2019	38.54
60047165	OMNI	99	1/31/2019	48,357.96
60047166	BROWN, JASON AND LINDA	3	2/1/2019	797.90
60047167	KARI ADAMS	3	2/1/2019	427.24
60047168	MAITA CHEVROLET	3	2/1/2019	31.43
60047169	SAN JOAQUIN CO OFFICE OF E	3	2/1/2019	2,820.00
60047170	APPLIED BEHAVIOR CONSULTAN	3	2/1/2019	2,243.93
60047171	CDW GOVERNMENT	3	2/1/2019	57.78
60047172	CSM INC.	3	2/1/2019	3,000.00
60047173	HUNT & SONS INC	3	2/1/2019	4,409.82
60047174	MOBILE MODULAR MANAGEMENT	3	2/1/2019	2,213.90
60047175	OFFICE DEPOT	3	2/1/2019	77.30
60047176	SIERRA CHILD & FAMILY SERV	3	2/1/2019	7,790.25
60047177	TUOLUMNE JPA WORKERS COMP	3	2/1/2019	13,313.00
60047178	BOSS -BUSINESS OFFICE SYST	3	2/1/2019	462.25
60047179	OFFICE DEPOT	3	2/1/2019	128.53
60047180	SYSCO FOOD SERV.OF CENTRAL	3	2/1/2019	386.55

60047181	AT&T	3	2/1/2019	18.73
60047182	CITY OF PLYMOUTH	3	2/1/2019	115.72
60047183	PACIFIC GAS & ELECTRIC CO	3	2/1/2019	470.13
60047184	VOLCANO TELEPHONE CO	3	2/1/2019	46.95
60047185	VOLCANO TELEPHONE CO	3	2/1/2019	106.54
60047186	GRACE, MITZI	3	2/1/2019	56.69
60047187	HELMER, REGINA	3	2/1/2019	169.04
60047188	RIVERA, LYDIA	3	2/1/2019	141.16
				<u>264,543.09</u>

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

# Amador County Public Schools

District X County

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**AGENDA ITEM #:** 6.3a

**Motion:** \_\_\_\_\_  
**Second:** \_\_\_\_\_  
**Vote:** \_\_\_\_\_

**SUBJECT:**

School Accountability Report Cards (SARCs)

**BACKGROUND INFORMATION:**

California Education Code requires all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Specifically, Education Code requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

The SARCS are available for public viewing on the school district's website at [www.amadorcoe.org](http://www.amadorcoe.org) as well as on the California Department of Education's SARC website at <http://www.sarconline.org>.

**FISCAL IMPLICATIONS:**

None

**RECOMMENDATION:**

The Superintendent recommends approval of the School Accountability Report Cards

**PRESENTED BY:**

Sean Snider, Assistant Superintendent, Educational Services

# Amador County Public Schools

District

X County

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February 13, 2019

AGENDA ITEM #: 7.1

Motion: \_\_\_\_\_

Second: \_\_\_\_\_

Vote: \_\_\_\_\_

**SUBJECT:**

Amador County Office of Education's Audit Report for 2017-18

**BACKGROUND INFORMATION:**

Amador County Public Schools contracts with Crowe LLP to perform an audit of County funds. This was completed following the closure of books. The report is under separate cover.

**FISCAL IMPLICATIONS:**

None

**RECOMMENDATION:**

Superintendent Dr. Steve Russell recommends is to accept the 2017-18 Amador County Office of Education's Audit.

**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 Public Schools

District

X County

AGENDA ITEM #: 7.2

Motion: \_\_\_\_\_

Second: \_\_\_\_\_

Vote: \_\_\_\_\_

**SUBJECT:**

English Learner (EL) Master Plan – Discussion/Action

**BACKGROUND INFORMATION:**

All schools in California are required to:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students. <https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>

This newly revised English Learner Master Plan outlines how ACUSD and ACOE plan to accomplish these goals and was developed using the California Department of Education’s *Interim Reclassification Guidance for 2018–19* and California’s *English Learner Roadmap*.

The plan provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELACs); and the annual evaluation of English learner programs.

This English Learner Master Plan received input and guidance from parents, bilingual para-educators, teachers, and administrators through our District English Learner Advisory Committee (DELAC), Instructional Leadership Team (ILT), and additional planning meetings with bilingual para-educators and bilingual parent and family liaison.

**FISCAL IMPLICATIONS:**

There are no fiscal implications

**RECOMMENDATION:**

The Superintendent recommends approval of the English Learner Master Plan

**PRESENTED BY:**

Sean Snider, Assistant Superintendent, Educational Services



**Amador County Unified School District  
Amador County Office of Education  
English Learner Master Plan  
2018- 2019**

(Updated January 2019)

**District Mission**

Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

**California's Vision for English Learners**

English learners (ELs) fully and meaningfully access and participate in a 21st-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

**California's Mission for English Learners**

California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

**About ACUSD**

Amador County Public Schools consists of the Amador County Unified School District and the Amador County Office of Education. Our schools and communities are nestled in the heart of the Gold Country in the Sierra Nevada Foothills.

Our school district and county office work closely together to ensure our families receive a variety of educational services. We are a unified P-12 school district offering a range of programs including a STEM magnet school, a VAPA magnet school, state preschool, career technical education, adult education, a variety of special education services, as well as traditional programs.

We serve roughly 4,200 P-12 and adult students. Less than 3 percent of our students are English Learners, yet over 7 percent of our students are from families where English is not the primary language spoken. Although the majority of our English Learners

come from Spanish and Tagalog speaking families, as a whole our ELs represent 15 non-English languages. Using the guidance of the California English Learner Roadmap, our talented and committed teachers, support staff and administrators work hard to meet the individual needs of all of our students with the use of research-based and culturally responsive instructional practices.

## **Part 1: Initial Identification and Assessment**

### **I. Initial Identification**

#### **Home Language Survey**

When a student registers in Amador Public Schools (Amador County Office of Education and Amador County Unified School District) their parent or guardian completes the state-mandated Home Language Survey (HLS).

1. What language/ dialect does your son/daughter most frequently use at home?
2. Which language/ dialect did your son/daughter learn when he/she first began to talk?
3. What language/ dialect do you most frequently speak to your child?
4. Which language is most often spoken by the adults in the home? (Parent, Guardian, Grandparent or any other adults).
5. Has your child ever been given the CELDT Test (California English Language Development Test) or ELPAC (English Language Proficiency Assessment for California)?

The California Department of Education requires that all students that have at least one response other than English to questions 1, 2, or 3 have their English language skills assessed using the initial English Language Proficiency Assessments for California (ELPAC). The school site secretary initiates this process by marking the student's *Language Fluency* in Aeries as TBD and completing the electronic *Home Language Survey* form that alerts Educational Services that a student requires testing. The initial assessment must take place within thirty calendar days of enrollment unless this student has already completed an initial assessment in another school in California. Those results are found in either the students' cumulative record sent from their previous school or in California Longitudinal Pupil Achievement Data System (CALPADS). The completed Home Language Survey is retained in the student's cumulative file in addition to being entered into the school's Student Information System (SIS). Aeries is our local SIS.

## II. Assessment

### Initial English Language Proficiency Assessments for California (ELPAC)

Initial ELPAC results are the primary indicator of a student's English language proficiency. The Educational Services department is responsible for working with the Bilingual liaison to notify parents that their child will be taking the initial ELPAC as well as coordinating the administration of the test within 30 calendar days of a student's start date in our schools. Students are tested in four domains- speaking, listening, reading, and writing. An overall performance level is assigned based on the student's skill in each domain. There are three performance levels: Initial Fluent English Proficient (IFEP), Intermediate English Learner, and Novice English Learner. These performance levels apply across all grade spans.

Level	Description
<b>Initial Fluent English Proficient (IFEP)</b>	<b>Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards).</b>
<b>Intermediate English Learner</b>	<b>Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to</b>



communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 *ELD Standards*.

**Novice English Learner** Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 *ELD Standards*.

<https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp>

### **Special Education Students**

Students in special education that are also English learners may take an alternative language assessment if determined by the IEP team.

### **Parent and Teacher Notification of Assessment Results**

Once the Initial ELPAC establishes students' initial fluency, their Student Score Report (SSR) is sent home to their parents or guardians within 30 days. The score report is also sent home in Spanish to Spanish speaking families. Currently, the score reports are not translated into any other languages (2018).

A copy of a student's initial score report is placed in a green, EL folder within the students' cumulative file. The green EL folder also contains a copy of the Home Language Survey as well as copies of any parent notification letters. The score report is also uploaded to our student information system, Aeries, so that teachers,

paraeducators, and administrators can access the data there. If the student is classified as an English Learner, their language fluency is flagged in Aeries so that they are easily identified by teachers.

### Monitoring Student Progress

An English learner's progress is measured each spring using the summative ELPAC. The ELPAC is aligned with California's English Language Development (ELD) standards <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>. The summative ELPAC, along with classroom evidence are used to determine students' English language proficiency in English.

### Summative ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.

- 2 English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
  
- 1 English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

## **Part 2: Reclassification**

When sufficient evidence supports that an English learner's language proficiency does not hinder their academic progress, he or she is reclassified as fluent English proficient (RFEP). Starting the 2019-20 school year, the reclassification process will be initiated by the Educational Services department after the first quarter for secondary schools and first trimester for elementary schools.

### **Reclassification Criteria**

#### **For students in grades TK-2:**

1. Overall score of 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher recommendation based on classroom evidence, including but not limited to a review of the student's curriculum mastery (e.g. a score of 3 or 4 in ELA on the report card, approaching grade level benchmark on *Results*, *BPST*, and/ or *Benchmark Universe* assessments; and
3. Parent opinion and consultation.

**For students in grades 3-5:**

1. Overall score of 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher recommendation based on evidence, including but not limited to a review of the student's curriculum mastery (e.g. a score of 3 or 4 in ELA on the standards-based report card, approaching grade level standard on *Benchmark Universe* assessments; SBAC results); and
3. Parent opinion and consultation.

**For students in grades 6-12:**

1. Overall score of 3 (moderately developed) or 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher recommendation based on evidence, including but not limited to a review of the student's curriculum mastery (e.g. a grade of C or better in ELA; SBAC results); and
3. Parent opinion and consultation.

**Interim Reclassification Guidance for 2018-2019 as per the CDE-**

<https://www.cde.ca.gov/sp/el/rd/interimreclass1819.asp>

**Reclassification Monitoring**

Students who meet the reclassification criteria and are considered fluent English proficient (RFEP), will receive academic progress monitoring for a minimum of four years after reclassification. An RFEP student whose grades fall below grade level will receive appropriate interventions. Supports may include but are not limited to conducting a Student Study Team (SST), working with a Response to Intervention teacher or Bilingual Instructional Assistant, participating in after-school tutoring, or taking an ELA or ELD support class (secondary). Reclassified students are flagged in Aeries as RFEP for four years to assist teachers in monitoring.

**Part 3: Instructional Program**

Our goal for English Learners is to acquire English while simultaneously engaging in grade-level content standards for English language arts, mathematics, science, social science, and the arts. Using guidance from the English Language Development (ELD) framework, we support our ELs with both integrated and designated ELD.

Both integrated and designated ELD are provided to English learners.

**Integrated ELD** is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

**Designated ELD** is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

ELA/ ELD framework for California, page 31

### **Teacher Preparation**

All teachers in California are required to complete a teacher preparation program approving them to teach English learners. After completion of the program, teachers can provide instruction for English language development and specially designed academic instruction in English (SDAIE) within their subject area(s) and grade level authorization. In addition, teachers of English learners are offered updated training on best practices for ELD instruction.

Starting the 2019-20 school year, teachers of English Learners will receive a handbook describing the stages of English language development as well as best practices for working with these students in the classroom.

### **Bilingual Instructional Aides**

Bilingual Instructional Aides serve our schools with the highest proportion of English Learners. Bilingual aides working in elementary schools support our English learners based on the needs of the site. In some cases, bilingual aides assist with designated ELD instruction by working with students in small groups outside of the classroom using the ELD components of our adopted ELA curriculum or by building phonemic awareness in grades K-1. When working with small teams in designated ELD, students are grouped by similar performance on the ELPAC. Some elementary Bilingual aides “push into” classrooms. In these settings, the bilingual aide may assist with integrated ELD instruction or work with small groups for designated ELD. In both cases, the bilingual aide can assist students in their primary language when appropriate. At the secondary level, a bilingual aide works with the ELD support class and helps monitor students’ “Individual English Language Development Plans.” Our secondary Bilingual aide also serves as a resource for tutoring during study halls.

## **Curriculum**

EL students access grade level curricula in all content areas. Each adopted curriculum includes embedded supports for English learners in the teacher's edition of the textbook. *Rosetta Stone: English* also serves as a support for newcomers entering school at the secondary level.

## **Part 4: Parent and Community Outreach and Involvement**

Amador County Public schools values and encourages parents to take an active role in their child's education. In order to facilitate this partnership between our non-English speaking families and our schools, several measures are in place.

- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Success Team (SST) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- Notices, reports, statements, and records sent to Spanish speaking parents are written in English and also translated into Spanish.
- The district has a list of translators/ interpreters to assist with department and parent communication concerning district-level services. All requests for translations and interpretations needs are submitted to the Educational Services Department.

### **English Learner Homeschool Bilingual Liaison**

Our bilingual parent liaison provides the following supports for English learners and their families:

- Provide support for English Learners with assigned classwork and English Language acquisition and proficiency
- Plan and conduct home visits to families to assist parents in increasing their effectiveness as their child's first teacher
- Follow up on home visits by connecting families to necessary community services and notifying staff of family needs
- Assist families in site-based learning activities under the direction of the instructors.
- Participate in staff meetings, parent meeting, and in-service training
- Translate forms, printed information to Spanish

- Attend meetings including Student Study Teams (SSTs) and Individual Education Plan (IEP) meetings during the school day and outside of the school day to act as an interpreter for parents who do not speak English
- Support, encourage and promote English Language acquisition and proficiency for parents/guardians of English Language Learners
- Use English Learner data to target support

### **Parent Advisory Committees**

#### *District English Learner Advisory Committee*

The California Department of Education requires all school districts with more than 51 designated English Learners to form a District English Learner Advisory Committee (DELAC). ACUSD's DELAC committee meets multiple times each year. The main function of the DELAC is to advise the district on the development of district procedures and policies for English Learners as well as conduct ongoing review and revision of the district Local Control and Accountability Plan (LCAP).

#### *School Site English Learner Advisory Committee*

Schools with more than 21 English Learners must form an English Learner Advisory Committee (ELAC). Currently, Lone Elementary and Plymouth Elementary have ELAC meetings. The purpose of ELAC is to provide advice and feedback on the School Plan for Student Achievement (SPSA) as well as site-specific EL programs.

### **Community Events**

Secondary English Learners have the opportunity to participate in two local events promoting college and career readiness. Each fall, a group of students participates in the *Feria de Educacion* at Sacramento State and in the winter they are able to attend the *Steps to College Event and Scholarship Opportunity* in Sacramento. The purpose of these events is to prepare primarily Spanish speaking parents and students for college success by sharing useful information and resources.

Both Lone Junior High and Argonaut High School host a Latin X club exploring and celebrating Hispanic Culture as well as studying relevant issues in the Latino community.

The Latino families at Plymouth Elementary hosts a Dia de los Muertos celebration each October for the community.

Starting during the 2019-20 school year, a reclassification ceremony will take place before winter break celebrating the students growth in English language proficiency.

Amador County Office of Education  
217 Rex Avenue, Jackson, California 95642  
(209) 223-1750 Fax: (209) 223-1733

*Human Resource Items approved by COE Superintendent  
January 23, 2019*

**CURRENT CONSIDERATIONS**

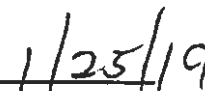
**Certificated~New Hire (2019-2020)**

Cara Tortorich, Speech Language Therapist, full time, itinerant, effective August 26, 2019

**Classified~New Hire**

Arielle Bach, Extended Learning Instructor, 4 hours/11 months, Jackson Elementary ELP, effective January 7, 2019

  
\_\_\_\_\_  
County Superintendent

  
\_\_\_\_\_  
Date



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*Human Resource Items approved by COE Superintendent  
February 13, 2019*

**CURRENT CONSIDERATIONS**

**Certificated-Induction, Intern & CTE Mentors, \$1,000 Stipend**

Sargon Yousef, for Nicholas Bianchi, Induction, Lone Junior High  
Sargon Yousef, for Irene Fellman, Induction, Lone Junior High  
Tracy Hinman, for Shina Forsyth, Induction, Community School  
Rachael Shaw-Escalona, for Marcia Nelson, Induction, Lone Elementary  
Sinead Klement, for Joy Thompson, Induction, Shenandoah Valley Charter School  
Lisa Turner, for Garrett Gavalis, Intern, Jackson Elementary

**Site Technology Stipends 2018-2019**


The following employees will receive \$1000 stipends each. Payment will be for duties that are performed outside of regular duties before and after the staff technologist's regular hours.  
Anne Stewart, Shenandoah Valley Charter School  
Rebecca Griffith, Lone Elementary

**Certificated-Leave of Absence (2019-2020)**

DeAnn Fine, Speech Language Therapist, .5 FTE  
Alyssa Tucker, Visual Impairment Teacher, .5 FTE

**Classified-Placed on 39 month rehire list**

Jennifer Henderson, Bus Driver, 3 hours/11 months, Transportation, effective February 1, 2019

  
\_\_\_\_\_  
County Superintendent

2-4-19  
Date