

**VALLECITO UNION SCHOOL DISTRICT  
GOVERNING BOARD  
AGENDA**

The regular meeting will be held virtually at the login information below:

**February 16, 2022**

This meeting is being held only through remote teleconferencing in accordance with Government Code section 54953 and all other applicable provisions of the Brown Act. The links to access this virtual board meeting is provided below:

**4:00 p.m. - Public Session (for the purposes of opening meeting and convene to closed session)**

*Video call link: <https://meet.google.com/cmd-wqcd-sfd>*

*Or dial: (US) +1 440-508-6622 PIN: 610 565 060#*

**4:05 p.m. – Convene to Closed Session**

**5:30 p.m. - Reconvene Public Session (time is approximate)**

*Video call link: <https://meet.google.com/esg-xiar-rbm>*

*Or dial: (US) +1 413-308-2239 PIN: 985 185 510#*

**I. REGULAR MEETING CALLED TO ORDER**

**II. ESTABLISHMENT OF QUORUM – Roll Call**

**III. APPROVAL OF AGENDA - Action to add or delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of the agenda.**

**Motion:**

**Second:**

**Roll Call Vote:**

**IV. PUBLIC COMMENT ON ANY ITEM ON THE CLOSED SESSION AGENDA**

**V. CLOSED SESSION**

**ADMINISTRATION**

Public Employee Evaluation – Superintendent

**CONFERENCE WITH LABOR NEGOTIATOR – Tom Hoskins, Superintendent**

Vallecito Teachers' Association

California School Employees' Association – Chapter 748

**VI. OPEN SESSION (5:30 p.m.)**

Pledge of Allegiance

Board Report of action, if any, taken during closed session

**VII. RESOLUTION # 21-22-13 – AB 361 -EXTENSION OF TELECONFERENCE FLEXIBILITY DURING PROCLAIMED STATE OF EMERGENCY (Government Code section 54953(e)(3) – Pg. 1**

The board will consider extending the time period for teleconferencing without complying with the usual requirements of Government Code section 54953(b)(3) by reconsidering the circumstances of the state of emergency and making a finding that the state of emergency continues to directly impact the ability of the members to meet safely in person, or that state or local officials continue to impose or recommend measures to promote social distancing. This resolution provides further clarification and transparency regarding this action.

**Motion:**

**Second:**

**Roll Call Vote:**

**VIII. PUBLIC COMMENT**

*Up to fifteen minutes of this portion of the meeting are reserved for members of the public to address the Board on items not listed on the agenda and within the jurisdiction of the School Board. Speakers are limited to 3 minutes. The School Board is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the School Board does not respond to public comment at this time.*



**C. GENERAL BUSINESS / FINANCE**

- C.1 Termination of MOU between Mark Twain Union Elementary District and Vallecito USD  
This MOU for Independent Study was entered into on August 26, 2021. With both districts having their Independent Study programs in place, Mark Twain is requesting VUSD students integrate to the VUSD Independent Study program prior to April 22, 2022. – Pg. 68  
**Motion:**                      **Second:**                      **Roll Call Vote:**
- C.2 Board’s consideration to adopt Resolution # 21-22-14 – Board Vacancy – Provisional Appointment  
– Pg. 70  
**Motion:**                      **Second:**                      **Roll Call Vote:**

**D. PERSONNEL**

- D.1 MOU between VUSD and Vallecito Teachers Association (VTA) – Process and Compensation for Class Coverage – Pg. 72  
This MOU addresses unplanned teacher absences when no substitute support is available.  
**Motion:**                      **Second:**                      **Roll Call Vote:**
- D.2 Board’s consideration to appoint the following positions:  
✓ Manager of Maintenance & Operations – *George Solis*  
✓ 6<sup>th</sup> grade Volleyball Coach – *Neva Gazay*  
**Motion:**                      **Second:**                      **Roll Call Vote:**

**XI. POLICY REVISION / FIRST READING / ADOPTION**

**A. Policy Second Reading / Adoption**

- BP 0420.42 - Charter School Renewal Policy  
BP 1312.3 - Uniform Complaint Procedures Policy  
AR 1312.3 - Uniform Complaint Procedures Regulation  
Exhibit (1) 1312.3 - Uniform Complaint Procedures Exhibit  
Exhibit (2) 1312.3 - Uniform Complaint Procedures Exhibit  
AR 3515.6 - Criminal Background Check for Contractors Regulation  
**Motion:**                      **Second:**                      **Roll Call Vote:**

**B. CSBA recommended revisions from December 2021 – Policy First Reading**

**Administrative Regulation 4217.3 - Layoff/Rehire Regulation** updated to add descriptions to the OPTION headings for the determination of "length of service" for order of layoff purposes, reflect NEW LAW (AB 438, 2021) which, for both merit and non-merit districts, specifies notice requirements and hearing rights districts must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15, and that classified staff may be reduced due to lack of work or lack of funds when the governing board determines during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies that the district's local control funding formula apportionment per unit of average daily attendance for the fiscal year of the Budget Act has not increased by at least two percent. Regulation also updated to provide material regarding a permanent classified employee's request for a hearing, including a hearing before an administrative law judge in which the board makes the final decision regarding the sufficiency of the cause and disposition of the layoff, provide material regarding final notice before May 15 to employees affected by the layoff unless a continuance is granted, add material regarding notice to affected employees when classified positions are eliminated as a result of the expiration of a specifically funded program, and include that districts may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds.

**Administrative Regulation 5125 - Student Records Regulation** updated to enhance clarity by separating administrative guidance for requests involving changes to student records of current students and guidance related to requests for changes to gender or legal name of former students. Regulation also updated to move materials related to former students to end of regulation in new section - "Updating Name and/or Gender of Former Students."

**Administrative Regulation 5145.3 - Nondiscrimination/Harassment Regulation** updated to clarify how district employees should handle requests by or on behalf of transgender and gender-nonconforming students

when changing gender and legal name on student records. Regulation also updated to broaden the section on “Transgender and Gender-Nonconforming Students” to include support for intersex and nonbinary students and related definitions.

**Board Policy 5148.3** - Preschool/Early Childhood Education Policy updated to reflect NEW LAW (AB 131, 2021) which amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, and to reflect NEW LAW (AB 130, 2021) which (1) revised the timespans for mandatory transitional kindergarten (TK) admittance requirements to be phased in starting in the 2022-23 school year to the 2025-26 school year, (2) created a grant program for the construction or modernization of new preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, (3) requires, in combination with NEW STATE GUIDANCE, as a condition of funding, that a CSPP program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by the California Department of Education, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, and (5) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program. Policy also updated to reflect that a CSPP program may be a part-day or full-day program and that a child under four years of age must be served in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations. Additionally, policy updated to reflect NEW LAW (AB 1363, 2021) which requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English.

**Administrative Regulation 5148.3** - Preschool/Early Childhood Education Regulation updated to include definitions of three- and four-year-old children and to reflect NEW LAW (AB 131, 2021) which (1) amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, (2) clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent/guardian has opted to retain or enroll the child in a CSPP program, (3) requires CSPP programs to include certain components including minimum days per year for a full-day CSPP program, (4) repeals applicable code sections, (5) revises the eligibility criteria and enrollment priorities for part-day CSPP programs, (6) adds eligibility criteria and enrollment priorities for full-day CSPP programs, (7) waives fees for families receiving subsidized child care services for the 2021- 22 school year, and (8) revises the order by which families must be disenrolled from CSPP programs if disenrollment is necessary. Policy also updated to delete section on "Wraparound Child Care Services" to reflect the repeal of code sections as stated above.

## **XII. NEXT BOARD MEETING –**

Wednesday, February 23, 2022 – Special Board Meeting – 5 pm Virtual meeting

- Board Candidate Interviews
- Audit

Wednesday, March 9, 2022 – Regular – 5:30 pm Virtual meeting

- Board Candidate Interviews
- 2<sup>nd</sup> Interim
- Personnel
- Policy
- Resolutions

## **XIII. ADJOURNMENT**

*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board Secretary Cheryl Boyd at 209-795-8503 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.*

*Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 4545 B Moran Road, Avery, CA during normal business hours. In addition, such writings and documents may be posted on the district's website at: [www.vallecitok12.com](http://www.vallecitok12.com)*

**VALLECITO SCHOOL DISTRICT  
RESOLUTION # 21-22-13**

**AUTHORIZING USE OF REMOTE  
TELECONFERENCING PROVISIONS (AB 361)**

**WHEREAS**, the Governing Board of the Vallecito School District (“Governing Board”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

**WHEREAS**, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

**WHEREAS**, the Governing Board recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

**WHEREAS**, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

**WHEREAS**, on September 16, 2021, the California Legislature passed Assembly Bill (“AB”) 361, which amends Government Code, section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances: (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

**WHEREAS**, in order for the Governing Board to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings, allowing the Governing Board to conduct teleconferenced meetings for a period of thirty (30) days; and

**WHEREAS**, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

**WHEREAS**, the Governing Board hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

**WHEREAS**, on February 16, 2022, the Governing Board took action to use teleconferencing to conduct its meeting under AB 361; and

**WHEREAS**, in the interest of transparency, the Governing Board has an interest in adopting a formal resolution concerning its decision to allow its meetings to take place via teleconference under AB 361.

**NOW THEREFORE, BE IT RESOLVED**, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

**BE IT FURTHER RESOLVED**, that the Governing Board has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees for the next thirty days while staff prepares for members of the public to return in-person.

**BE IT FURTHER RESOLVED**, that the actions taken by the Governing Board through this Resolution may be applied to all District committees governed by the Brown Act unless otherwise desired by that committee.

**BE IT FURTHER RESOLVED**, the Governing Board authorizes the Superintendent or his designee(s) to take all actions necessary to conduct Governing Board meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from February 16, 2022, the date the Board initially took action under AB 361 to move to teleconferencing, after which the Governing Board will reconsider the circumstances of the state of emergency.

**BE IT FURTHER RESOLVED**, if the Governing Board does not make findings consistent with Government Code 54953(e)(3) within a period of thirty (30) days from February 16, 2022, the Governing Board meetings will be conducted in-person, including members of the public. All state and local health guidelines, including masking mandates will be strictly enforced.

**PASSED AND ADOPTED** by the Vallecito School District Governing Board on this 16th day of February 2022, by the following vote:

AYES \_\_\_\_\_

NOES \_\_\_\_\_

ABSENT \_\_\_\_\_

ABSTAIN \_\_\_\_\_

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Clerk of the Board  
Vallecito Governing Board  
Calaveras County, California



## Calaveras County Office of Education

January 20, 2022

Mark Dyken, President  
Board of Trustees  
Vallecito Union Elementary School District  
4087 Ponderosa Way  
Angels Camp, CA 95221

Dear Mr. Dyken:

In compliance with the provisions of Education Code 42130 et seq., our office has completed its review of the 2021-22 First Interim Report adopted by the Board. Our office has reviewed the data submitted, including the Criteria and Standards for your district, and **concurs with the positive certification** finding approved by the District Governing Board. Any technical comments relative to the report have been directed to your district's Business Manager.

### 2021-22 1<sup>st</sup> Interim Review

As required by Education Code, our office performs a review of the First Interim data submitted to our office. Per E.C. 42131, the District Governing Board makes a finding of positive, qualified or negative.

*"A negative certification shall be assigned to any school district that, based upon current projections, will be unable to meet its financial obligations for the remainder of the fiscal year, or the subsequent fiscal year. A qualified certification shall be assigned to any school district that, based upon current projections, may not meet its financial obligations for the current year, or two subsequent fiscal years. A positive certification shall be assigned to any school district that, based upon current projections, will meet its financial obligations for the current fiscal year and two subsequent fiscal years."*

*"These certifications shall be based upon the financial and budgetary reports required by Section 42130 but may include additional financial information known by the governing board to exist at the time of certification."*

The County Office reviews the data submitted and performs additional testing of the data as deemed necessary. This review covers the 2021-22 First Interim Report as well as projections for 2022-23 and 2023-24.

Based upon our review, we make note of the following:

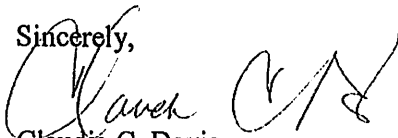
- The District projects to deficit spend over \$2 million during the three-year period reflected. While reserves will continue to exceed the required minimum, on-going deficit spending should be avoided. As the District is "community funded," higher reserves provide the financial flexibility to absorb unanticipated expenditures without significant disruption to educational programs, protect against exposure to significant one-time outlays, protect against the volatility of

property tax revenues, and ease cash management by avoiding the cost of borrowing cash.

**Summary Statement**

We appreciate the efforts of the Board and District administration as they plan for the remainder of 2021-22 and develop projections for 2022-23 and 2023-24. We look forward to the 2<sup>nd</sup> Interim Report, which is **due to our office by March 15, 2022**. Please do not hesitate to contact us if we can be of assistance and support.

Sincerely,

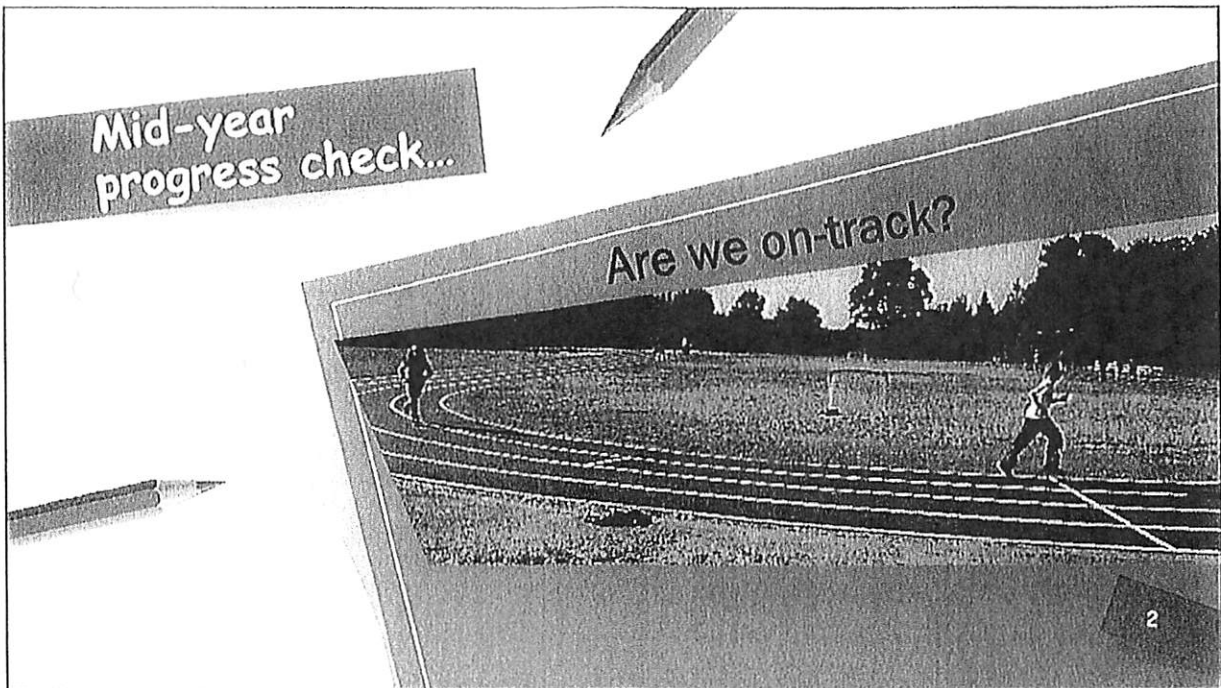
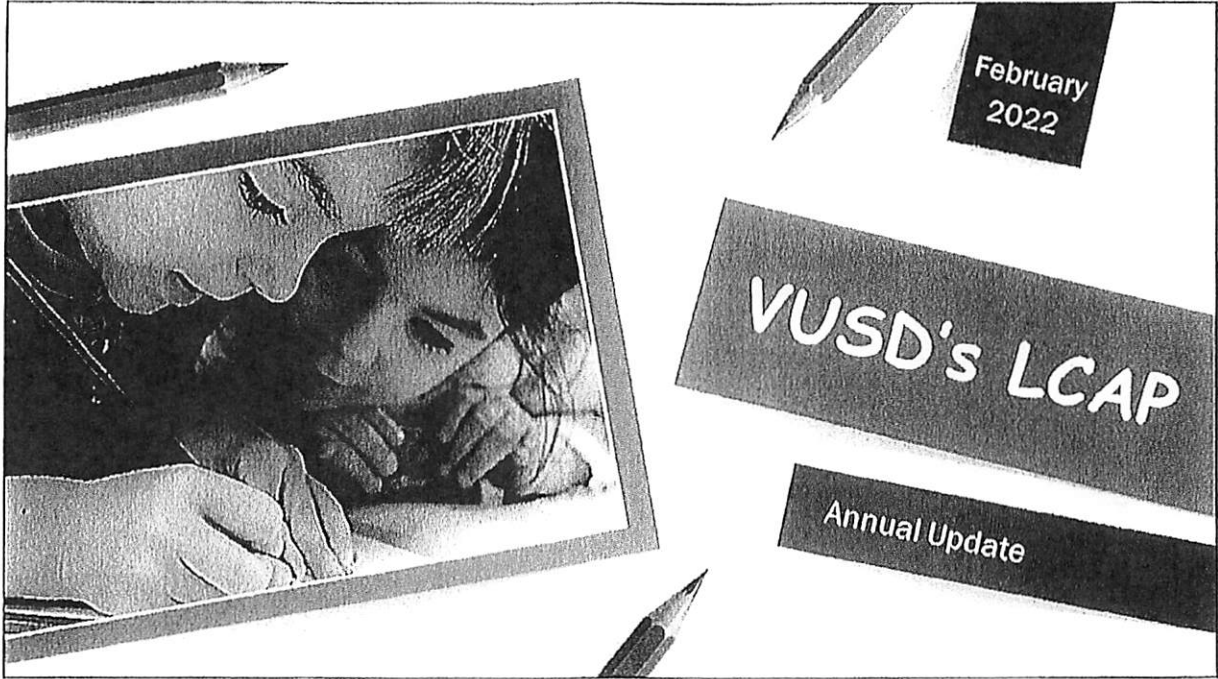


Claudia C. Davis

Associate Superintendent, Administrative Services

cc: Scott Nanik, Calaveras County Superintendent of Schools  
Tom Hoskins, VUSD Superintendent  
Gretchen McReynolds, VUSD Business Manager

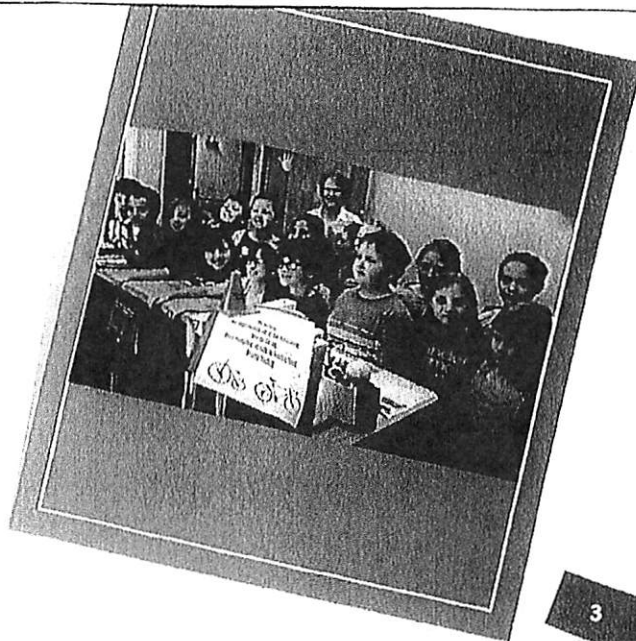




# LCAP Goal 1

## Academic Progress; Learning Environment; Intervention

- Explore and monitor all students' academic progress and learning loss to foster an effective learning environment for all students, and implement intervention strategies to increase student achievement in math, reading, writing, and preparation for higher education or vocation.



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# Goal 1 Metrics

Performance data: AMS - IXL for ELA/Math (data not yet disaggregated), HFE - RTI schedule; 8.8% participating in Homework Club; 15.1% received Barton. AME - RTI schedule; K-3<sup>rd</sup> Reading Specialist; 4<sup>th</sup> - 5<sup>th</sup> Guided Reading groups; K - 5<sup>th</sup> computer-based math intervention. Both elementaries using a live document to record student progress & reflect SIPPS & Renaissance scores. Districtwide: C & I to look at/determine window for universal assessment for ELA/Math. 1.8% students were not promoted this year. 14% of 8<sup>th</sup> graders currently at risk of non-grad.

Initial ELPAC: 2 Intermediates/ 1 Novice; 2 R-FEP since 2020; now in Summative testing window

Exceptional needs: Students receiving RSP and SDC support are mainstreamed; EL's receive Integrated and Designated ELD support

Highly-qualified/appropriately-assigned teachers: 100% appropriately assigned between credentials, permits, and/or Local Ed Code assignment options.

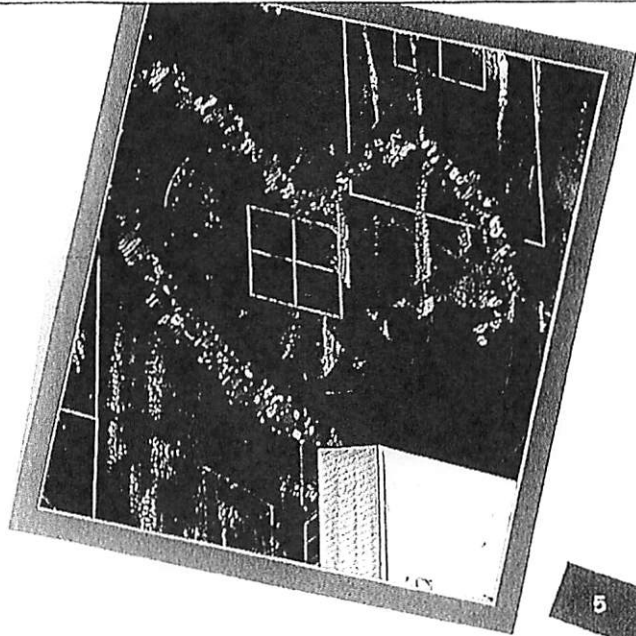
Facility Ratings: "Exemplary"

4

## LCAP Goal 2

Student, family, staff wellbeing

- Provide resources and services to promote student, family, and staff wellbeing.



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## Goal 2 Metrics

Professional Development: Chromebooks; Collaborative Classroom (K-5); Inclusion; English Language Development; dyslexia; SEL; trauma informed strategies; MTSS

Free & Reduced Meals: 62% reported rate - all students are participating in the free universal meal program

Chronic Absenteeism: data is skewed by Covid-related absences

CHK Survey Data: Results not yet distributed to districts

Suspended/Expelled: % suspended - HFE .63%; AME .46%; AMS 3.9% (no expulsions)

Counseling referrals: # referred - counseling HFE 19; AME 16. Wellness Center - HFE 15; AME 12. Shining Stars - HFE/AME 16 each.

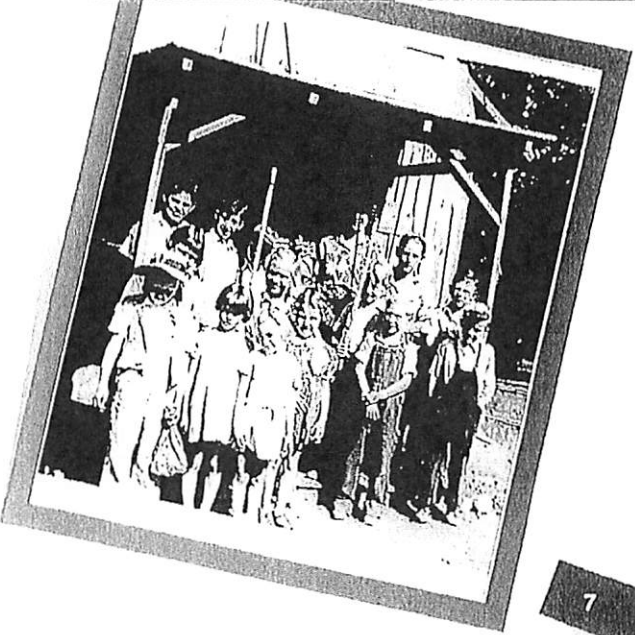
AMS Dropouts: 0

6

## LCAP Goal 3

Family & Community engagement

- Engage community members, resources, and families in school and student activities to promote awareness, partnership, and support



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## Goal 3 Metrics

\*Parent /community participation/responsiveness: 11 cleared volunteers; +/- 50% parent attendance at outdoor events; minimal participation in CHKS (considering alternative survey)

Parents Clubs: minimal participation, but active


Site Councils: lacking parent participation

IEP participation: 100% parent representation

ELAC: 6-8 parents

ELFLP: 3-6 parents; 2 community members

\* Given Covid restrictions, on-site participation was limited to cleared volunteers.



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**ESSER-aligned budget**

Supplemental Update to 2021-'22 LCAP requires budget harmony with ESSER, Learning Continuity Plan & LCAP

	Allocation	2021-'22	2022-'23
Strategies for Continuous & Safe In-Person Learning	\$434,000	\$144,666.66	\$144,666.66
Addressing Lost Instructional Time	\$400,000	\$116,666.67	\$141,666.67
Use of Remaining Funds	\$964,186	\$150,000.00	\$661,686.00
<b>TOTALS</b>	<b>\$1,798,186</b>	<b>\$411,333.33</b>	<b>\$948,019.33</b>

9

One morning a man walked along a beach that was littered with thousands of starfish washed ashore by a high tide. In the distance he saw a young boy, eagerly throwing the starfish one by one back into the ocean.

As he came upon the boy, the man asked him what he was doing. Without looking up from his task, the boy replied, "I'm saving these starfish, sir".

"But the beach goes on for miles and there are more starfish than you can save" said the man. "Do you really think your efforts will make a difference?"

After listening politely, the boy bent down and picked up another starfish. As he sent it sailing back into the water, he said "It made a difference to that one!"

**Questions?**

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# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
VALLECITO UNION SCHOOL DISTRICT	Tom Hoskins Superintendent	thoskins@vsd.k12.ca.us 209-795-8500

## Goal 1

**Explore and monitor all students' academic progress and learning loss to foster an effective learning environment for all students, and implement intervention strategies to increase student achievement in math, reading, writing, and preparation for higher education or vocation.**

### Rationale

Significant learning loss and a decrease in academic engagement, as well as the current absence of standardized student performance data necessitate concerted efforts to assess, monitor, and intervene in student progress, particularly in core, foundational subjects to foster an an effective learning environment wherein students master the basic skills needed for current academic success and into higher education or career. Local reading, writing, and math scores and work samples indicate academic deficiencies among the district's students.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Before-/after-/in-school academic support, in-school interventions/assessments, and related student scores/levels	2020-21 sampling of scores/levels:  2020-21 Reflex Math data (average student gain of fluency with math facts during given period of days) mid-year:  AME 5th Grade (21 students) - 151 facts in 41 days = 27% average fluency growth  AME 3rd Grade (23 students) - 96 facts in 17 days = 18% average fluency growth  AMS RSP (12 students) -	IXL is being utilized at Avery Middle School for ELA/Math assessments and data. Data is not yet disaggregated.  Hazel Fischer Elementary has implemented an Rtl master schedule to ensure that all students, including students with disabilities, are assigned to and receiving Rtl.  At Hazel Fischer Elementary an after-school homework club was offered for general support of students in completing schoolwork. 8.8% of all students	50% average fluency growth with math facts as measured by Reflex Math by January.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>59 facts in 24 days = 41% average fluency growth</p>	<p>participated. 15.1% participated in Barton during the school day.</p> <p>Michelson Elementary has implemented an Rtl master schedule to ensure all K-3 students, including SDC and RSP students with disabilities, are assigned to and receiving Rtl, and is using the services of a reading specialist 4 days per week to address students who are at strategic and intensive levels of need. Teachers of grades 4 and 5 are leading small guided reading groups. An all-school math intervention program is being used via a computer platform.</p> <p>Both elementary schools are using a live document to record student progress.</p>	
4	<p>Power School scores/subsequent school performance data (reading/math)</p>	<p>2019 Power School data (percentage of students out of 53 attendees who increased their scores by the end of Power School):</p> <p>2nd Grade -            Star Reading: 92%            Addition/Subtraction: 88%            Multiplication: 89%            Division: 100%</p> <p>3rd Grade -            Star Reading: 71%</p>	<p>Not yet implemented.</p>	<p>100% of students enrolled in Power School will increase their basic math/reading scores by at least 1 grade level. Those that do not demonstrate improvement will be identified for targeted intervention in the following school year. Students achieving in the 90-100% overall improvement range during Power School will have opportunity to participate</p>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Addition/Subtraction: 100% Multiplication: 100% Division: 100%  4th Grade - Star Reading: 67% Go Math Skills: 71% Multiplication: 87%  5th Grade - Star Reading: 40% Go Math Skills: 100% Multiplication: 100%		in extension activities during Power School.
4	Universal ELA/Math assessment	Data not yet available. Baseline to be determined after administration in Spring 2022.	In progress. Specific assessment has not yet been determined. Will be presented and collaborative discussions will continue, and an assessment window determined at upcoming Curriculum & Instruction meetings.  Currently, SIPPS and Renaissance serve as universal data sources at the elementary schools.	Will be based on baseline established in Spring 2022.
4	Kindergarten Boot Camp screening/school readiness data (Fall of 2022)	Data not yet available. Baseline to be determined after implementation in Fall 2022.	Not yet implemented.	100% of incoming TK/K students screened and areas of need targeted prior to first day of school. Additional baseline data to be established after implementation in Fall 2022.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of non-promoted students	Percentage of non-promoted students at end of 2020-21 school year.	1.8% of students were not promoted (includes 2 kindergarten students; all 3 students at Hazel Fischer).	100% of students eligible for promotion, supported as needed.
4	Percentage of non-graduating 8th graders	22% percent of the 8th grade class are considered non-graduating students as of May of the 2020-21 school year; enrollment and progress in the community school program in the 2021-22 school year (Data not yet available. Baseline to be determined at program start-up.)	14% as of 2/02/22	100% of all 8th graders eligible for graduation, supported as needed. 100% of students enrolled in community school eligible for 8th grade graduation.
4	CAASPP scores	<p>2019 CAASPP performance by student group as reported on the California School Dashboard:</p> <p>ELA - Socio-Economically Disadvantaged - 23 points below standard Students with Disabilities - 97.4 points below standard Hispanic - 16 points below standard White - 13.3 points above standard</p> <p>Math - Socio-Economically Disadvantaged - 36 points below standard Students with Disabilities - 105.2 points below standard</p>	Not yet assessed.	90% of all student groups at Meets or Exceeds Standards on CAASPP.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Hispanic - 35.5 points below standard White - points above standard</p> <p>Baseline may be updated/adjusted after release of 2021 CAASPP scores.</p>		
2	ELPAC scores; reclassification numbers	<p>2018-19 ELPAC scores as reported on the California School Dashboard:</p> <p>Well Developed (Level 4) - 45.7% Moderately Developed (Level 3) - 37.1% Somewhat Developed (Level 2) - 8.6% Beginning (Level 1) - 8.6%</p> <p>2019-20 Dashboard summary: 35% making progress toward English language proficiency</p> <p>2020-21 reclassification rate: 15%</p> <p>2020-21 LTEL rate: 0%</p>	Initial ELPAC 2021: 2 Intermediates; 1 Novice. 2 R-FEP since 2020.	All EL students' ELPAC scores in the 3-4 Level range, supported as needed. 90% making progress toward English language proficiency. R-FEP rate of 35%. 0% LTEL's.
1	Highly-qualified and appropriately-assigned teachers	2020-21 status of 100% of teachers being appropriately-assigned and highly-qualified	All are appropriately assigned between credentials, permits, and/or Local Ed Code assignment options.	100% of teachers are appropriately-assigned and highly-qualified.
2	Student access to standards-based materials	2020-21 status of 100% of students having sufficient access to standards-aligned instructional materials	All students have access to standards-based materials.	100% of students have sufficient access to standards-aligned instructional materials.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	School facilities	2019-20 Facility Inspections Reports rating of 95% or greater ("Good" to "Exemplary")	"Exemplary" rating.	Facility Inspections Reports ratings of "Exemplary."
2	Academic and performance standards	2019-20 full implementation of state board-adopted academic content and performance standards (state-approved adopted curriculum and state-aligned student performance standards are used)	Full implementation of academic and performance standards.	100% fidelity of implementation of state board-adopted academic content and performance standards.
7	Broad course of study	Student schedules, programs, and school master schedules of grades 1-8 show students have access to a broad course of study in 2020-21	Broad course of study is offered.	Student schedules, programs, and school master schedules show students have access to a broad course of study grades 1-8.
7	Exceptional students' needs	2020-21 programs and services (RTI schedules; counseling/SEL groups; IEP's; ELD schedule; extended learning opportunities) reflect services and opportunities for approximately 90% of students with exceptional needs (extended learning opportunities).	Programs and services reflect opportunities for students with exceptional needs. Students with disabilities, including those receiving RSP and SDC support, are mainstreamed into general education classrooms and Rtl groups. EL's are served via Designated ELD time and additional pull-out as needed.	Programs and services (RTI schedules; counseling/SEL groups; IEP's; ELD schedule; extended learning opportunities) reflect services and opportunities for 100% of students with exceptional needs.

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	RTI and Instruction Homework Club, Barton, Power School, K "Boot Camp." Speech & language services. Paraprofessionals for small group work. Broad course of study. Standards-aligned instruction. Highly-qualified	Ongoing	Yes	Other State 225,000		\$225,000.00	56,929.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	teachers. Effective & safe learning environment.						
1.2	<b>Universal ELA/Math assessment</b> 3 times per year: universal diagnostics, data-collection, benchmarking, & progress-monitoring.	Ongoing	Yes		Other State 5,000	\$5,000.00	0.00
1.3	<b>Minimum competencies/expectations</b> Progress reports reviewed with parent in-person. Monthly conferences for students not performing.	Ongoing	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	0.00
1.4	<b>Extended learning</b> Extended learning opportunities. Electives; art; music; field trips; challenge-learning & up-to-date technology.	Ongoing	No	Other State 36,000.00		\$36,000.00	56,623.00
1.5	<b>Opportunity Class</b> Teacher, paraeducators, direct, explicit instruction; Project-Based Learning; vocational education/exploration for 2nd semester 6th graders & 7th & 8th graders at Avery Middle School to prevent middle school drop-out.	Ongoing	Yes	Other State 40,000		\$40,000.00	The District has not been able to recruit/hire an Opportunity Class Teacher.

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Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.6	<b>Delayed promotion and graduation</b> Retain 5th graders not meeting standards. Enroll 8th graders not meeting standards in transitional community school program 1st trimester at Avery Middle School.	Ongoing	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	0.00
1.7	<b>ELD</b> English Language Development & interventions for English Learners, early I.D./support for newcomers. Resources/professional development for teachers of EL's & for ELD staff.	Ongoing	Yes	Other State 158,000		\$158,000.00	26,004.00

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## Goal 2

Provide resources and services to promote student, family, and staff wellbeing.

### Rationale

Families and staff have experienced an era of social and emotional isolation and limitations due to the pandemic in 2020 and 2021. Many families and students have disengaged from the routines and activities that contribute to vitality of daily living, and as such, have neglected or lacked resources in either one or all of the following areas: self-care; personal health and hygiene; school attendance; academics, work; family responsibilities. Schools can be a hub of supports and resources for student and family wellness.

### Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Scheduled professional development/training and agendas; implementation of practices in the school	2020-21 schedule of professional development/training agenda reflecting:	Staff attended virtually the "Resiliency Rising Virtual Trauma Conference" and electively, SEL mini-courses	Professional development will include training in SEL/mental health; core curriculum/instruction; progress-

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		SEL/mental health; core curriculum/instruction; progress-monitoring and intervention; student and family support.  (see attached 2020-21 professional development days files)	online offered through the Greater Good Science Center. Next steps in SEL will include defining outcomes for SEL and selecting materials and instruction mode.	monitoring and intervention; student and family support, communication, and engagement; vocational exploration (grades 6-8), with follow-up implementation at school sites.
	Free and Reduced participation rate	2018: 50.1% of total student population participating 2019: 45.7% participating 2020: 43.8% participating	39% reported participation rate. However, all students have opportunity to participate in the universal free meal program at VUSD schools.	95% participation in NSLP of those who qualify.
6	California Healthy Kids Staff survey data related to school climate and student wellbeing	2020-21 staff survey data - percent of "strongly agree" responses: <ul style="list-style-type: none"> <li>• Socio-emotional supports at school; school encourages students to understand how others think and feel - 46%</li> <li>• Students are taught they can control their own behavior - 44%</li> <li>• School helps students to resolve conflicts with one another - 50%</li> <li>• School encourages students to care about how others feel - 51%</li> <li>• Students care about one another - 24%</li> <li>• Students treat each other with respect - 18%</li> </ul>	District staff participated in the California Healthy Kids Staff Survey related to school climate and student wellbeing. Results have not yet been distributed to the district.	100% response rate on staff survey indicating 95% or greater of staff responses in the "strongly agree" category for positive school climate and student wellbeing (socio-emotional supports; self-regulation; conflict resolution; empathy; mutual respect; professional development for staff).

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> <li>Need professional development on meeting socio-emotional and developmental needs of youth - 67%</li> </ul>		
5	Chronic absenteeism rate	2018: 9.2% chronically absent 2019: 15.4% chronically absent	Not available.	A reduced chronic absenteeism rate to 5%.
6	Suspension and expulsion rate and reasons	2018: 5.2% suspended 2019: 4% suspended	Avery Middle School: 3.9% suspended Albert Michelson: .46% suspended Hazel Fischer: .63% suspended 0 students expelled	A reduced suspension/expulsion rate to 1%.
6	Referrals for counseling/behavior intervention	2019-20 referrals: AME - 31 with recurring sessions; 5 1-time sessions HFE - 25 with recurring sessions; 32 in Kindergarten Shining Stars; 2 1-time sessions	Avery Middle School:  Albert Michelson: 16 referrals to counseling; 12 referrals to Wellness Center; 16 Shining Stars participants  Hazel Fischer: 19 referrals to counseling; 15 referrals to Wellness Center; 16 Shining Stars participants; 1 Behavior Intervention Plan	100% of referrals receiving services for the duration of time needed, until evidence of improved skills/behavior.
6	California Healthy Kids Parent survey data related to school climate and student wellbeing	2019-20 survey data - percent of "strongly agree" responses:" <ul style="list-style-type: none"> <li>School has adults that really care about students - 98%</li> </ul>	Few district parents participated in the California Healthy Kids Parent Survey related to school climate and student wellbeing. Results have not yet been	Greater than 50% response rate on parent survey with 99% or greater of parent responses in the "strongly agree" category for



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> <li>• School is a safe place for students - 97%</li> <li>• School treats all students with respect - 95%</li> <li>• School encourages students to care about how others feel - 90%</li> <li>• School helps students to resolve conflicts with one another - 80%</li> </ul>	distributed to the district. The district will be considering a different type of survey to elicit greater survey participation from parents.	positive school climate and student wellbeing.
1	Implementation of planned, universal professional development and practices in meeting socio-emotional and developmental needs of youth	<p>2019-21 staff development has been:</p> <ul style="list-style-type: none"> <li>• in-house experts (counselor/other specialists) talking to staff groups about best practices in SEL and student support</li> <li>• articles/websites/videos shared by in-house experts/other staff</li> <li>• participation by site leaders in CCOE-sponsored SEL community of practice</li> </ul>	<p>Staff attended virtually the "Resiliency Rising Virtual Trauma Conference" and electively, SEL mini-courses online offered through the Greater Good Science Center. Next steps in SEL will include defining outcomes for SEL and selecting materials and instruction mode. Book study launch in January: "Leading Equity-Based MTSS for All Students"</p> <p>The "Nurtured Heart Approach" training and Charlie Appelstein training have been provided at Michelson staff meetings. Additional professional development in socio-emotional learning for VUSD staff is being pursued.</p>	Implementation of universal professional development and practices in meeting socio-emotional and developmental needs of youth that reduces staff's perceived need for professional development to 0%.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Middle school drop-out rate	2019-21: 1 middle school student considered as dropped-out	0% middle school drop-out rate.	0% middle school drop-out rate. "At-risk" students enrolled in Opportunity Class or served by other intervention.

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<b>Mental health and wellness</b> Improve mental health & wellness services & resources at each school through staff, student, parent surveys & student performance data. Provide support to chronically absent, suspended, & at-risk "drop-outs," & those with health/counseling, trauma-based needs.	Ongoing	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	0.00
2.2	<b>Wellness Center</b> Expand Wellness Center to Michelson School.	Ongoing	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	0.00
2.3	<b>Tele-med medical assistance</b> Expand tele-med free medical assistance model to families at each school.	Ongoing	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	0.00
2.4	<b>Social Emotional Learning</b>	Ongoing	Yes	Other State 5,000		\$5,000.00	0.00

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Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Reinstate Social Emotional Learning programs at each site.						
2.5	<b>Professional development in mental health, SEL, interventions</b> Professional development for staff on mental health, SEL, trauma-informed strategies, & interventions at schools to improve academic & socio-emotional wellbeing/performance. Explore CCOE Community of Practice as possible venue for training.	1 year	Yes		Other State 5,000.00	\$5,000.00	0.00
2.6	<b>Contact with families for Free/Reduced Meals</b> Initiate contact with all families to offer signing-up for Free/Reduced Meals.	Ongoing	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	0.00

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### Goal 3

**Engage community members, resources, and families in school and student activities to promote awareness, partnership, and support.**

#### Rationale

Collaborative efforts between agencies, volunteers, parents, and other local resources strengthen the message that school is important for social, academic, and civic development. To accomplish this, the district's facilities, policies, and practices must be made known and be inviting of family and community support and engagement. Information and resources need to be available in primary language, or translated, for language groups represented in the school population.

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Parent/community participation rate (sign-in sheets) in school site events such as Back-to-School Night, Open House.	2021-2022 school site family participation rate (2020-21 data not available - baseline will be added upon attendance tally at first event in 2021-22).	Due to Covid restrictions, on-site participation was limited to only cleared volunteers (11 to date). Outside-only events were held for venues such as Back To School Night where it is estimated that 50% of students were represented by parent participation at the event.	90% family attendance rate in events such as Back-To-School Night, Open House.
3	Rate of parent/community responses for school support	2021-2022 responses to call to action for supporting school endeavors/students by community organizations, volunteers, parents (2020-21 data not available - baseline will be added upon data collection in 2021-22).	Due to Covid restrictions, opportunities for in-person response have been limited. The number of volunteers cleared by the district to serve in the schools to date is 11.	95% of community organizations, volunteers, parents respond affirmatively to requests for involvement from the school/parents groups.
3	Number of parents participating in Parents Clubs, ELAC, Site Council, quarterly parent events	2021-22 attendance/sign-in rosters; 2020-21 attendance was sporadic due to distancing and Covid-related protocol. Parents clubs generally were involved and contributing in the schools to the extent allowable. ELAC attendance was at 7, 6, and 0 participants, respectively, at 3 meetings. Site Councils functioned minimally, in general, but demonstrated parity and initially involved parents and staff via conference call.	Up to 6 parents have been participating in ELAC and the English Learner Family Literacy Project headquartered at Michelson Elementary. Approximately 8% of parents are involved in supporting school activities. Site Councils have been lacking parent participation. Parents Clubs have had a minimal number of participants, but have still remained active at each school site.	3% of the parent population per school site participating actively in parents clubs leadership; 50% of the EL parent population attending ELAC meetings; Site Councils functioning with parity and a minimum of 3 parents/3 staff.
6	Parents' California Healthy Kids Survey data	2019-20 consolidated survey data from all 3 schools represents about 40% of district parents responding, with a greater number responding from one elementary school	Few district parents participated in the California Healthy Kids Parent Survey. Results have not yet been distributed to the district. The district will be considering a different type of	90% parent survey response rate, proportionately across the district, and representative of all demographics.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>than the other. Of the total number of surveys, only 26% indicated they participate in the Free and Reduced Lunch program.</p> <p>Survey indicators for parents feeling welcome as contributors and partners in their child's education ranked mostly in the 89%-98% "Strongly Agree" range. Lower ratings (~50% "Strongly Agree") were in the area of actual involvement/volunteerism, engaging in decision-making, receiving information about their child, and attendance in parent organizations.</p>	survey to elicit greater survey participation from parents.	Survey indicators ranking in the 90%-100% "Strongly Agree" range for parents feeling welcome as contributors and partners in their child's education and being involved/volunteering, engaging in decision-making, receiving information about their child, and attending parent organizations.
3	Parental participation in programs for students with exceptional needs	2020-21 baseline not established due to Covid-related limited parent access to campus and limited in-person participation	100% parent participation in IEP meetings.	School principal and staff promoting via written and phone invitation, and personal contact: 100% parent participation in IEP and SST meetings; 30% of EL parents participating in ELAC meetings; 1 parent serving on Site Council or other parent board representing students needing extended learning opportunities/challenges.

**Actions and Services**

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Parent/community outreach	Ongoing	No	LCFF 0 Other State 0	LCFF 0 Other State 0	\$0.00	0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Reach out/communicate to community groups, family members, & individuals to participate in schools. Information/resources available/ translated for language groups.			Local 0		Local 0			
				Federal 0		Federal 0			
3.2	<b>Communication to parents/community</b> Communicate about activities, facilities, & events available to public/families.	Ongoing	No	LCFF 0		LCFF 0		\$0.00	0.00
				Other State 0		Other State 0			
				Local 0		Local 0			
				Federal 0		Federal 0			
3.3	<b>Suitable facilities</b> Ensure facilities are suitable for use by students/community.	Ongoing	No	LCFF 0		LCFF 0		\$0.00	0.00
				Other State 0		Other State 0			
				Local 0		Local 0			
				Federal 0		Federal 0			
3.4	<b>Family/community partnerships</b> Encourage opportunities for families, community, to share/showcase their expertise.	Ongoing	No	LCFF 0		LCFF 0		\$0.00	0.00
				Other State 0		Other State 0			
				Local 0		Local 0			
				Federal 0		Federal 0			
3.5	<b>Outreach to families doing alternative education</b> Reach out to district families that have left the schools for alternative education.	Ongoing	No	LCFF 0		LCFF 0		\$0.00	0.00
				Other State 0		Other State 0			
				Local 0		Local 0			
				Federal 0		Federal 0			
3.6	<b>Mentor partnerships</b> Foster student/mentor partnerships that promote		Yes	LCFF 0		LCFF 0		\$0.00	0.00
				Other State 0		Other State 0			

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	academic learning, tutoring, SEL support, & community engagement.			Local	0	Local	0		
				Federal	0	Federal	0		
3.7	<b>Parent education and engagement activities</b> Offer convenient parent education/engagement activities with food & childcare provided.		Yes	Other State	1,000.00	Other State	500	\$1,500.00	0.00
3.8	<b>Changing student population</b> Reach out to a growing & changing demographic with information, resources, & activities that promote engagement.		No	LCFF	0	LCFF	0	\$0.00	0.00
				Other State	0	Other State	0		
				Local	0	Local	0		
				Federal	0	Federal	0		

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**Goal 4**

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**Rationale**

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**Expected Annual Measurable Objectives for Goal 4**

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

**Actions and Services**

<b>Goal/ Action</b>	<b>Action Title/ Description</b>	<b>Timespan</b>	<b>Contributing</b>	<b>Personnel Expenses</b>	<b>Non-Personnel Expenses</b>	<b>Total Funds</b>	<b>Mid-Year Report</b>



**Goal 5**

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**Rationale**

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**Expected Annual Measurable Objectives for Goal 5**

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

**Actions and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
VALLECITO UNION SCHOOL DISTRICT	Tom Hoskins Superintendent	thoskins@vsd.k12.ca.us 209-795-8500

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

VUSD presented on 11/17/2021 at a public meeting and provided opportunity for input to the Educator Effectiveness Block Grant Plan.

On 12/13/21 at a public meeting the Educator Effectiveness Block Grant was considered for adoption, and additional public input was taken.

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A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The District does not receive Concentration Funds through the Local Control Funding Formula (LCFF).

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

VUSD school and district administrators, including special education administrators, teachers, principals, school leaders, other educators, school staff, parents, students, and local bargaining units were provided a Google Forms survey eliciting input about Continuous & Safe In-Person Learning, the Impact of Lost Instructional Time, and other areas of need for funding. Survey responses were condensed and presented at after-school, in-person stakeholder meetings on 9/23/21 and 10/6/21 for the 2021 ESSER III Expenditure Plan.

Students: A Google Forms survey eliciting student input about Continuous & Safe In-Person Learning, the Impact of Lost Instructional Time, and other areas of need for funding was made available to 4th through 8th graders throughout the district. 80 students

provided survey responses that were condensed and presented at after-school, in-person stakeholder meetings on September 23 and October 6. Students were also invited to attend Stakeholder meetings.

Families, including families that speak languages other than English: A Google Forms survey eliciting student input about Continuous & Safe In-Person Learning, the Impact of Lost Instructional Time, and other areas of need for funding was made available via Parent Square. 14 parents provided survey responses that were condensed and presented at after-school, in-person stakeholder meetings on September 23 and October 6. Invitations to participate in community stakeholder meetings were distributed in English and Spanish.

School and district administrators, including special education administrators, teachers, principals, school leaders, other educators, school staff, and local bargaining units: A Google Forms survey eliciting student input about Continuous & Safe In-Person Learning, the Impact of Lost Instructional Time, and other areas of need for funding was made available via Parent Square on district e-mail to all district employees. 10 staff members provided survey responses that were condensed and presented at after-school, in-person stakeholder meetings on September 23 and October 6.

On October 20 at a public board meeting the final plan was proposed, and public comment was invited

Input from all stakeholder groups was presented and considered in the development of the plan during the afore-mentioned dates indicated. All plans are accessible via the VUSD website: [www.vallecitok12.com](http://www.vallecitok12.com)

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**A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.**

VUSD has attempted to provide continuity of services, with a focus on emotional health and safety through enrichment and extracurricular activities that extend learning (athletics; Leadership classes; delegation to County Science Fair; skiing). For students who have participated so far in enrichment and extracurricular activities, a sense of belonging and engagement has been fostered. Many extracurricular options are limited or non-existent due to Covid restrictions, and student participation has fluctuated due in part to excessive absences related to the pandemic and parent concerns.

Funding has been used to provide additional safe facility practices and resources such as nurse, custodian, and facility maintenance positions and/or extra time. As a result, families and staff have access to health support and resources; students and staff have clean and safe working environments. A challenge is finding and maintaining adequate staffing to meet the time demands of related tasks.

Comprehensive counseling support at each school has been offered to address students', families', and staff's mental health needs, and to offer small group SEL and counseling, as well as staff training and parent resources. Individual student growth has been noted by counselors and by other staff. Some of the families most in-need do not take advantage of counseling and support services offered. Staff attended virtually the "Resiliency Rising Virtual Trauma Conference" and electively, SEL mini-courses online offered through the Greater Good Science Center. Next steps in SEL will include defining outcomes for SEL and selecting materials and instruction mode.

Discussions are in the beginning stages in regard to how funds can universally support literacy, enrichment, and student access to Internet connectivity in the event that distance-learning comes into play, to ensure continuity of services.

The district is in the process of equipping school sites with back-up power generators to reduce/eliminate school closures and maximize in-person learning time. Acquisition and installation will not be immediate.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Fiscal resource allocation and spending is aligned and consistent with the district's LCAP, Safe Return to In-Person Instruction and Continuity of Services Plan, and the ESSER III Expenditure Plan.

LCAP Goal 1 - Explore and monitor all students' academic progress and learning loss to foster an effective learning environment for all students, and implement intervention strategies to increase student achievement in math, reading, writing, and preparation for higher education or vocation.

Allocation of fiscal resources received for the 2021-22 school year aligns with LCAP Goal 1 and preserving continuity of services by addressing current curricular and program offerings as well as lost instructional time through expenditures toward recruiting and retaining highly-qualified staff; developing/implementing universal student assessments; offering literacy and other intervention support; offering enrichments; maintaining counseling resources; providing combination class support and additional targeted support; ensuring student access to Internet connectivity in the event of returning to distance learning; and purchasing generators to provide heat and light to maintain in-person learning continuity in the event of extended power outages.

LCAP Goal 2 - Provide resources and services to promote student, family, and staff wellbeing.

Allocation of fiscal resources received for the 2021-22 school year aligns with LCAP Goal 2 and preserving continuity of services by providing allocation for nursing/health clerk services, custodial support, facility maintenance, protected learning environments, counseling support to promote student, family, and staff wellbeing.

LCAP Goal 3 - Engage community members, resources, and families in school and student activities to promote awareness, partnership, and support.

Allocation of fiscal resources received for the 2021-22 school year aligns with LCAP Goal 3 and preserving continuity of services by maintaining basic school and community-based services that engage and necessitate parent and/or community partnership, such as nursing and health, counseling, enrichment activities, and other student activities that contribute to the overall wellbeing of students and families.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

☞ When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

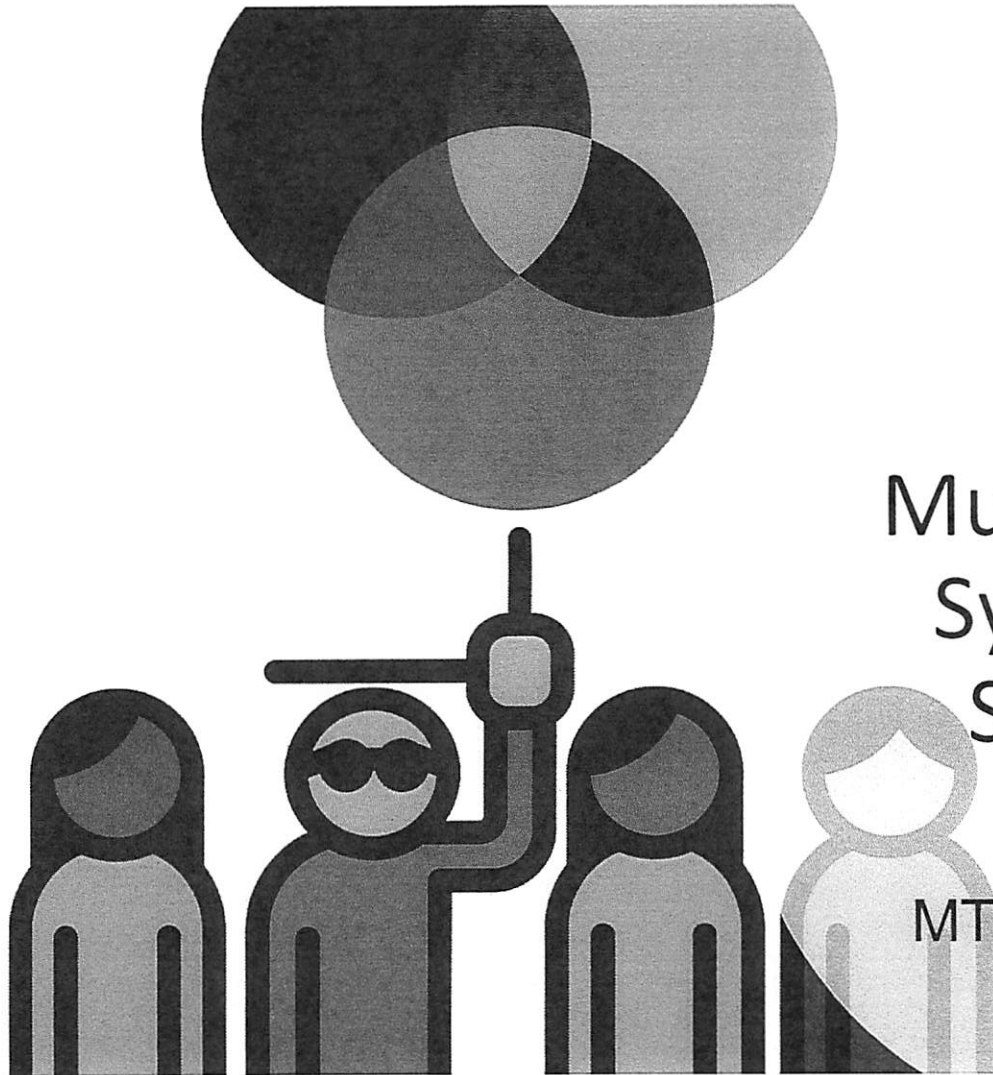
If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



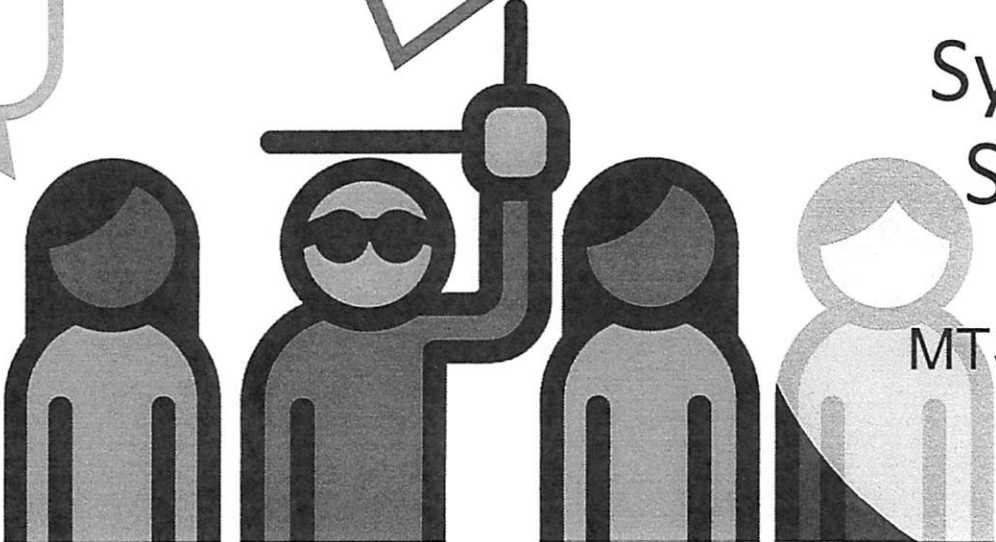
# Multi-Tiered System of Support

—  
MTSS Overview



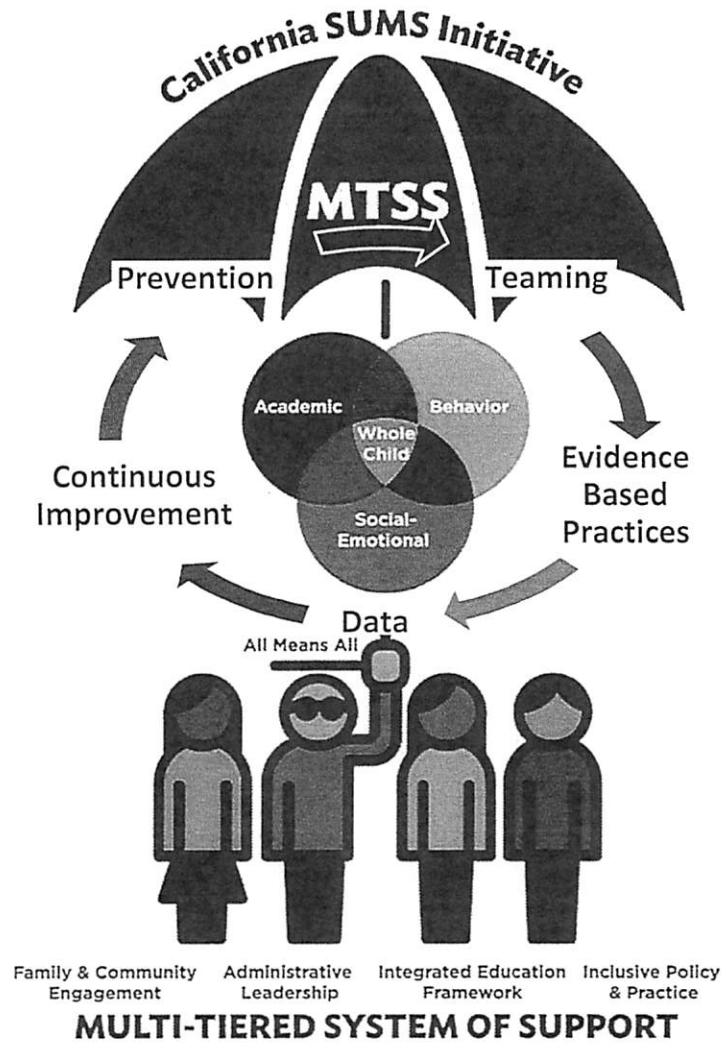
What is MTSS?

California's Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that **aligns academic, behavioral, social and emotional learning, and mental health supports** in a fully integrated system of support for the benefit of **ALL** students.



# Multi-Tiered System of Support

MTSS Overview



# CA MTSS Framework

## California MTSS FRAMEWORK

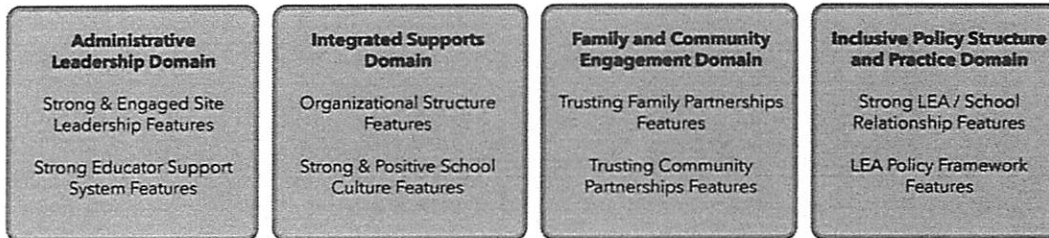
The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



### Whole Child Domain



### Essential Domains and Features to Support the Whole Child



Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



# CALIFORNIA MTSS

## California Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

# LCAP

## Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

### Conditions of Learning

Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.



All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.

### Engagement

Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.



Authentic partnerships amongst, students, families, districts and communities that nurture relationships, build trust, ensure cultural, racial, and linguistic equity, and lead to transformative student outcomes.  
Source: Community Engagement Initiative (CEI)

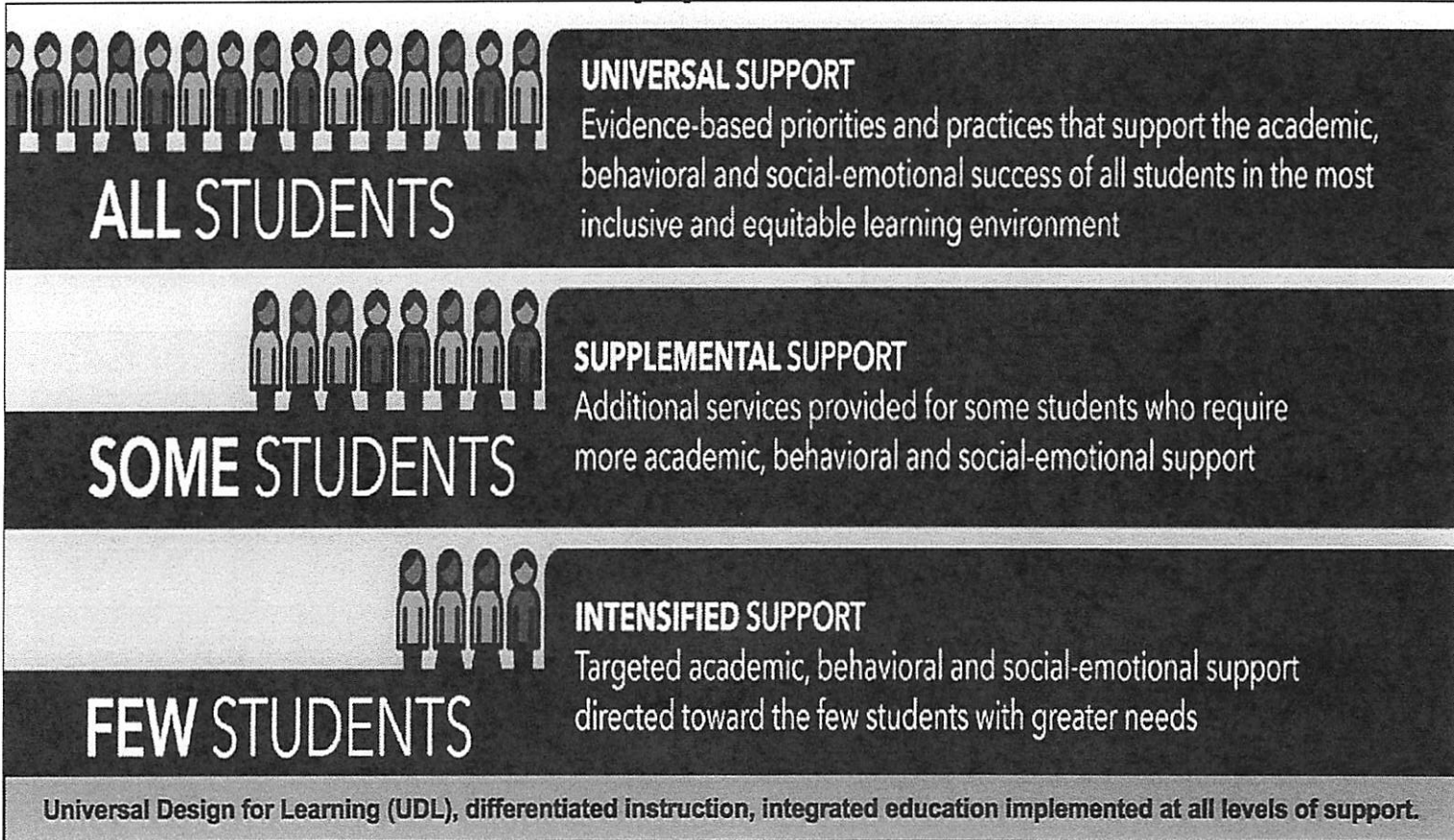
### Pupil Outcomes

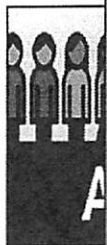
Student achievement means improving outcomes for all students to ensure student success.



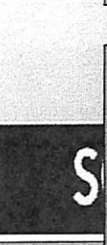
All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.

# The Continuum of Supports





**The purpose of MTSS is to quickly match students to the most appropriate and least intensive interventions.**



**Students with Disabilities access supports anytime, anywhere in this tiered system.**



**The supports are in tiers, not students.**

**FEW STUDENTS**

Intensified supports are not dependent on a student having an IEP, 504, or behavior plan.



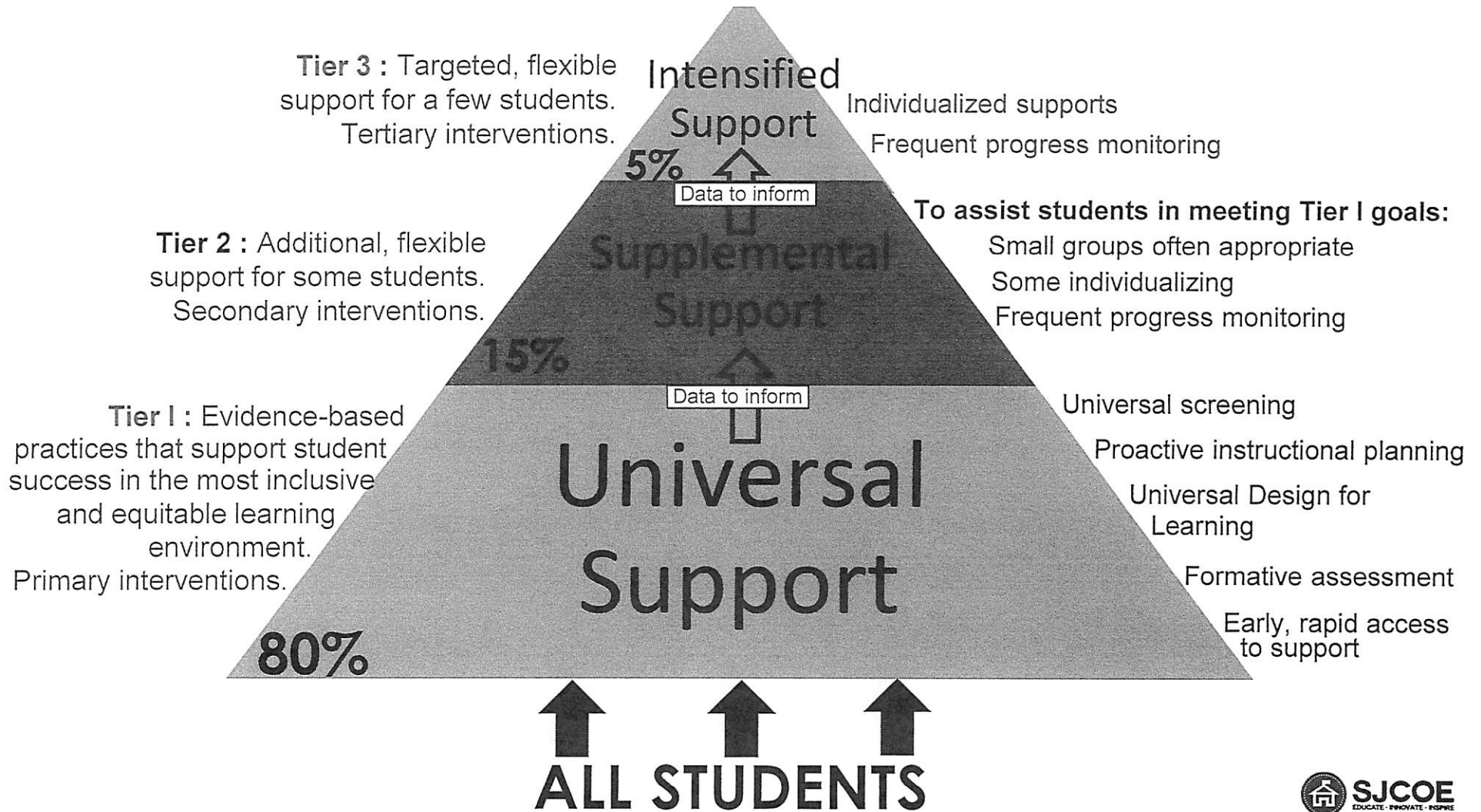
ALL STUDENTS  
Universal Support

SOME STUDENTS  
Supplemental Support

FEW STUDENTS

03:27







**Expected Outcomes : Decreases in...**

**Chronic absenteeism**

**Referrals to Special Education**

**Dropout rates**

**Suspension and expulsion rates**

**Incidents of bullying/harassment**

**Discipline referrals**

**Increased or improved services for all students**

**Effectively-leveraged resources**

**Evidence-based, data-informed, multi-tiered,  
school-wide supports for academic, social-emotional,  
and behavioral learning**

**Increases in...**

**Attendance**

**Engagement**

**School climate**

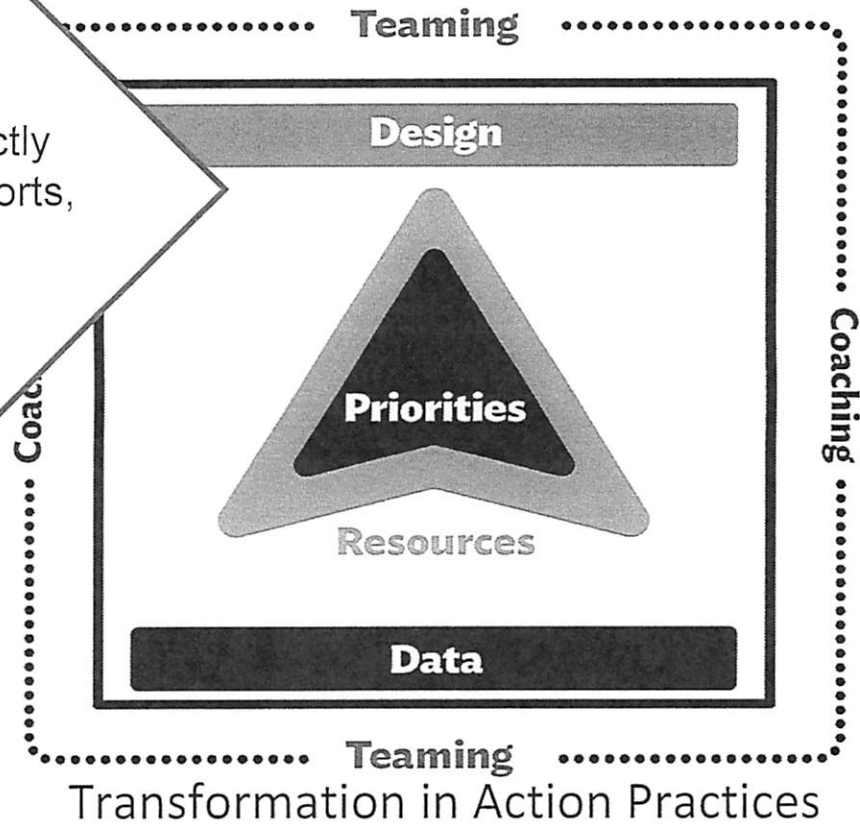
**School culture**

**Graduation rates**

**Measures of academic achievement**

# Practices that Lead to Transformation

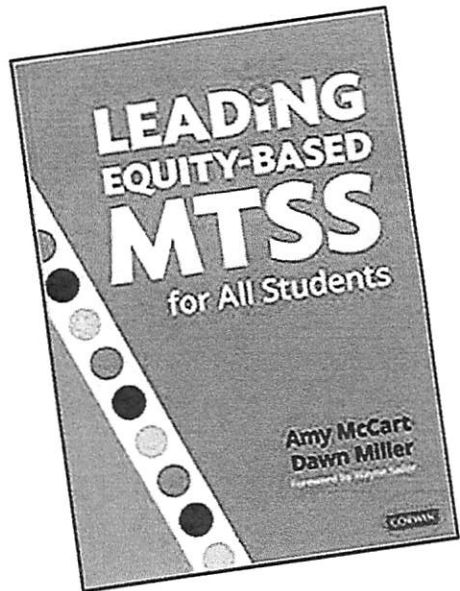
We will explore how a perfectly integrated framework of supports, can be designed.



46



# Leading Equity-Based MTSS for All Students



When individuals and leadership teams take time to establish their “why,” the work they do is driven with purpose.

Amy McCart & Dawn Miller, 2020



Questions?

*Thank you!*

Fred Cochran [jacochran@sjcoe.net](mailto:jacochran@sjcoe.net)  
San Joaquin County Office of Education  
209-468-4811



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## **Friends of Tom Eising**

P.O. Box 301  
Avery, CA 95224  
(209) 770-3172

# **PROPOSAL: Tom Eising Gym**

**16<sup>th</sup> January 2022**

Dear Vallecito Union School Board District,

Please review the following proposal for the renaming of the Avery Middle School Gym to Tom Eising Court.

## **OVERVIEW**

Tom Eising has been a pillar of the Vallecito Union School District for 50 years. In particular, he has selflessly dedicated countless hours as an athletic director, ref, and coach for half of a century. Because of this lifetime dedication to the district, we feel that Tom should be rewarded for his generous fidelity to the district.

## **GOALS**

1. To name the Avery Middle School Gymnasium after Tom Eising.
2. To purchase a plaque in his honor of Tom.

## **SPECIFICS**

Tom has served in many capacities for the district, including the following:

- 50 years of dedicated service to the district
- Athletic Director for both Michelson and Avery Middle School
- Social Studies Teacher
- Substitute Principal
- Coach
- Ref
- Board Member
- Taught at the Murphys Old Schoolhouse prior to Michelson

## **Summary**

Tom Eising has served the Vallecito Union School District for the last 50 years. He has put his heart and soul into the district, and he has served in many capacities, starting as a teacher at the Murphy's Old Schoolhouse and finishing as a board member for the district. In addition, Tom has been instrumental in the success of the athletic program at VUSD, He has served as a ref to an athletic director, and he has done everything in between to ensure that kids of all ages had the opportunity to play sports.

## **Conclusion**

In addition, Tom is a beloved member of the community. Teachers and staff may remember him not only as a dedicated coach and teacher, but as a man that would never turn down a donut if it was in the break room. For those who know Tom, he was always friendly, always had his heart in the right place, and most importantly, his 50 years in the district is, quite frankly, unparalleled. We feel naming the AMS gym after him is an appropriate tribute to this unparalleled commitment to the district.

Lastly, we would like to donate \$250 for the purchase of a plaque in Tom's honor.

Sincerely,

Friends of Tom Eising

**VALLECITO UNION SCHOOL DISTRICT**

**Minutes of the Regular Meeting**

**January 19, 2022**

**REGULAR MEETING CALLED TO ORDER** – President Dyken called the public meeting to order at 4:08 p.m.

**ESTABLISHMENT OF QUORUM**

Mark Dyken – President  
Tom Pratt  
Susan Singleton  
Sarah Wilson

**ADMINISTRATION PRESENT** - Tom Hoskins – Superintendent

**STAFF PRESENT** – Gretchen McReynolds, Cheryl Boyd

**APPROVAL OF AGENDA**

**Motion:** Wilson

**Second:** Pratt

**Vote:** 4-0

**PUBLIC COMMENT ON ANY ITEM ON THE CLOSED SESSION AGENDA** - No comments

**CLOSED SESSION**

**PERSONNEL**

Public Employee Performance Evaluation – Superintendent  
Public Discipline / Dismissal / Release

**OPEN SESSION** – President Dyken reconvened the public session at 5:37 pm and reported the following action was taken in closed session:

A motion was made by board member Wilson, seconded by board member Singleton to accept the resignations of the following positions:

- Part-time Psychologist, effective 6/3/2022
- Paraeducator at AME, effective 1/13/2022
- Food Service Worker at AME, effective 1/31/22

The motion passed unanimously.

**ADMINISTRATION PRESENT:**

Scott Nicotero, Principal – Avery Middle School  
Dr. Ray Fausel, Principal – Hazel Fischer Elementary  
Josh O’Geen, Principal – Michelson Elementary  
Brett Loring, Administrative Services, LCAP, EL, Testing

**STAFF PRESENT:** Jenine Frost, Michelle Wright, Colette Scales, Linda Miller, Jennifer Stephens, Ali Heermance, Beth Kryst

**OTHERS PRESENT:** There were many parents and community members in attendance.

**ELECTION FOR BOARD CLERK**

Due to the resignation of Board Clerk Tom Eising, nominations will be accepted to replace this position.

**Nomination** for Tom Pratt was made by Susan Singleton

**Second:** Wilson

**Vote:** 4-0

**STUDENT RECOGNITIONS** – Principal Scott Nicotero recognized two Avery Middle School students, Cheyenne Stephens and Pablo Carrillo-Wright, both 4.0 GPA students, for being chosen as Rotary Students of the Month. A luncheon honoring them and other students will be held on Jan. 20<sup>th</sup>.

President Dyken informed everyone that we are following the mandate to wear masks indoors for K-12 schools and he respectfully asked that everyone put their masks on during this meeting. Mr. Dyken explained that if we do not have compliance with this order, the board will take a recess. He hoped that those in attendance will cooperate so that the

meeting can continue. This request was met with adverse reactions and many attendees did not comply. The Board took two 10-minute recesses and with no compliance from the attendees, the board amended the agenda to strike items IX through XIII.

**Motion: Pratt                      Second: Singleton                      Vote: 4-0**

~~IX.~~    **MAX PANDA WORK ORDER APP**

~~X.~~     **PUBLIC COMMENT**

~~XI.~~    **ANNOUNCEMENTS, REPORTS AND COMMUNICATIONS**

Communication – Response letter from CDPH

AMS Student Representative -

VT A Representative -

CSEA Representative -

Management -

Board Members –

Superintendent -

~~XII.~~ **REGULAR AGENDA ITEMS**

A.     **GENERAL BUSINESS / FINANCE**

A.1    School Accountability Report Cards (SARC’s) for Michelson, Hazel Fischer, Avery Middle School and Home School Academy  
Due to unforeseen circumstances, the CDE data has been delayed. SARC’s will be updated once data has been uploaded

A.2    Resolution #21-22-10 – Board Vacancy Resolution – Provisional Appointment

A.3    Resolution 21-22-11 – Reducing Fuel Hazards at Avery Middle School – Hunter Reservoir Site

B.     **CONSENT AGENDA**

All matters listed under Consent Agenda are routine and all will be enacted by one motion and voice vote. There will be no separate discussion of these items unless the Board of Trustees requests items to be removed from the Consent Agenda for separate action. Any items will be considered after the motion to approve the Consent Agenda.

B.1    Warrants

B.2    12/13/21 Regular Meeting minutes

B.3    Williams Complaint Summary for Oct – Dec 2021

B.4    J-13 Request for Allowance of Attendance due to Emergency Conditions during school closures on December 14, 2021

B.5    Accept parent / community donations:

- \$400 from Arnold Rotary to HFE and AMS student needs
- \$500 from Independence Hall Quilters to HFE for teaching staff

B.6    Agreement for Special Contract Services – Tracey Imsland

B.7    Agreement for Special Contract Services – David Adams

B.8    Calaveras County Office of Education Centralized Fingerprint Program Memorandum of Participation

B.9    Discussion/action on item(s) removed from the Consent agenda

C.     **PERSONNEL**

C.1    Board’s consideration to appoint the following positions:

C.1    Resource Teacher at HFE – Blake Campbell

C.2    District Wide Custodian - Kevin Niemeyer



**XIII. POLICY REVISION / ADOPTION**

**CSBA recommended policy revisions for December 2021 – *First Reading***

**BP 0420.42 - Charter School Renewal Policy** updated to reflect NEW LAW (AB 130, 2021) which extends the term by two years for all charter schools whose term expires on or between January 1, 2022 and June 30, 2025 and requires, for renewals and denials, that the most recent years for which state data is available preceding the renewal or denial decision be used in determining whether specified criteria are met if the two consecutive years preceding the renewal or denial include the 2019-20 or 2020-21 school year. Policy also updated for clarity and consistency with law.

**BP 1312.3 - Uniform Complaint Procedures Policy** updated to reflect NEW LAW (AB 131, 2021) which renumbers the license-exempt California State Preschool Program code sections, ensure consistency with the California Department of Education's 2021- 22 federal program monitoring instrument, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add Item #3 to the section regarding "Non-UCP Complaints" that any complaint alleging that a student, while in an education program or activity as specified, was subjected to sexual harassment as defined in 34 CFR 106.30 be addressed through federal Title IX complaint procedures, and clarify in Item #5 that complaints alleging a physical safety concern that interferes with a free appropriate public education is a non-UCP complaint.

**AR 1312.3 - Uniform Complaint Procedures Regulation** updated to delete outdated and/or repealed U.S. Department of Education's Office for Civil Rights (OCR) references and where appropriate add current OCR material, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify posting requirements for the annual notification, compliance officer contact information and information related to Title IX, add material regarding the requirement for an administrator who is not designated as a compliance officer who receives a complaint to notify the compliance officer, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add descriptions to the OPTION headings for districts that do or do not allow complainants to appeal to the governing board, delete material regarding respondent being sent the investigation report at the same time it is provided to complainant as this simultaneous exchange is not required by law, amend language in regard to pursuing civil law remedies in the notice to complainants included in investigation reports for allegations of unlawful discrimination, harassment, intimidation, and bullying based on state law, clarify when either party may request reconsideration of an appeal by the Superintendent of Public Instruction, and reflect NEW LAW (AB 131, 2021) which renumbers the license-exempt California State Preschool Program code sections.

**Exhibit (1) 1312.3 - Uniform Complaint Procedures Exhibit** updated to reflect NEW LAW (AB 131, 2021) which renumbers the license-exempt California State Preschool Program code sections.

**Exhibit (2) 1312.3 - Uniform Complaint Procedures Exhibit** updated to reflect NEW LAW (AB 131, 2021) which renumbers the license-exempt California State Preschool Program code sections.

**AR 3515.6 - Criminal Background Check for Contractors Regulation** updated to reflect NEW LAW (AB 130, 2021) which requires any entity, including a sole proprietor, that has a contract with a district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff have a valid criminal records summary and to immediately provide any subsequent arrest and conviction information received pursuant to the subsequent arrest service. Regulation also updated to delete the list of service providers as the services in Items #1-5 are no longer listed in law and the services in Item #6 regarding the construction, reconstruction, rehabilitation, or repair of a school facility are considered in another portion of the regulation, delete material regarding an exception for employees with limited contact with students as it is no longer provided for in law, generalize information regarding steps that may be taken to protect the safety of students who may come in contact with employees of contracting entities, and rearrange placement of material for clarity and context.

**XIV. EXTENSION OF TELECONFERENCE FLEXIBILITY DURING PROCLAIMED STATE OF EMERGENCY (Government Code section 54953(e)(3))**

The board voted to extend the time period for teleconferencing without complying with the usual requirements of Government Code section 54953(b)(3) by reconsidering the circumstances of the state of emergency and making a finding that the state of emergency continues to directly impact the ability of the members to meet safely in person, or that state or local officials continue to impose or recommend measures to promote social distancing.

Comments were accepted from community members on this item.

**Motion:** Singleton

**Second:** Pratt

**Vote:** 4-0

**XV. ITEMS FOR NEXT BOARD MEETING – February 16, 2022**

- ❖ Personnel
- ❖ Policy
- ❖ Staff of Year presentation
- ❖ Seniority List review
- ❖ Certificated Tie Breaker Resolution
- ❖ Budget Assumptions

**ADJOURNMENT** – President Dyken with motion by Singleton, second by Tom Pratt. Vote passed unanimously and the meeting was adjourned at 6:32 pm.

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Secretary to the Board

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Clerk of the Board

Board Approved: 2/16/22

**VALLECITO UNION SCHOOL DISTRICT**

Minutes of the Special Meeting  
January 26, 2022

**SPECIAL MEETING CALLED TO ORDER** – President Dyken convened the public session at 5:02 p.m.

**ESTABLISHMENT OF QUORUM**

Mark Dyken – President  
Susan Singleton  
Tom Pratt  
Sarah Wilson

**ADMINISTRATION PRESENT:** Tom Hoskins, Superintendent  
Scott Nicotero, Principal at Avery Middle School  
Ray Fausel, Principal at Hazel Fischer Elementary  
Josh O’Geen, Principal at Michelson Elementary

**STAFF PRESENT** – Oleta Picuch, Jenine Frost, Gretchen McReynolds, Cheryl Boyd, Jennifer Stephens, Teglene Ryan, Sonja Solis, Shaune Brady, Kent Anderson, Jenny Pelland, Beth Krsyt, Blake Campbell

**OTHERS PRESENT** – Kyle Raney-Lozano Smith Attorney, many parents and community members were in attendance.

**MAX PANDA WORK ORDER APP** –Jenine Frost presented an overall review on this app which the district currently uses for submitting work orders, assigning projects and noting when projects are completed. This app can also be used to track assets.

**PUBLIC COMMENT** – those who commented to the board on various topics, e.g. violation of oath of office, communism, treason, mask mandates, exemptions for vaccines, etc. were Terry McBride, Becca Kane, Amanda Monaco, Pam Bowman, Jodi Sledge and Nathan Young

**ANNOUNCEMENTS, REPORTS AND COMMUNICATIONS**

Communication – Response letter from CDPH

**AMS Student Representative** – Mason Williams reported on the ski trip today which went smoothly with no injuries and everyone had a fun time, Boys’ Basketball played Ione and Toyon, Librarian Hungerford had a Battle of the Books competition, Winter Formal Dance coming up and Science Fair

**Board Members – Singleton** – attended C & I, COVID Coalition meeting; **Wilson** – apologized that she had a previous obligation planned and will be leaving at 6pm tonight, Sarah is available to meet, Parent Club planning extracurricular activities, thank you to teachers and staff working together with so many absent with illness this month; **Pratt** – walk through at AME and meeting with Mr. O’Geen, son is looking forward to the ski trip, grateful for the resolution on the agenda tonight for reducing fuel hazards near schools; **Dyken** – Committee meeting, book study on MTSS, grateful to Tom Eising for his years of service to Vallecito.

**Superintendent Tom Hoskins** – This month has been challenging with the Omicron spike and staffing shortages, appreciate our amazing staff, and the flexibility of our substitute staff, basketball is up and running after a short cancellation.

We received a resignation from board member Tom Eising and we are seeking applications to fill this vacancy. Tom Eising who has been a pillar in our community for decades, we greatly appreciate his service to our district and on the board and he will be greatly missed. A special board meeting is planned for February 23<sup>rd</sup> to interview board candidates.

We are scheduled to begin negotiations the first week of February with both bargaining groups and I am looking forward to working collaboratively with CSEA and VTA.

I will be attending a Superintendent Symposium the last week of January.

## REGULAR AGENDA ITEMS

### A. GENERAL BUSINESS / FINANCE

- A.1 School Accountability Report Cards (SARC's) for Michelson, Hazel Fischer, Avery Middle School and Home School Academy - Due to unforeseen circumstances, some CDE data has been delayed. SARC's will be updated on the website once data has been uploaded.  
**Motion:** Pratt                      **Second:** Wilson                      **Vote:** 4-Dyken, Pratt, Singleton, Wilson - 0
- A.2 Adopted Resolution #21-22-10 – Board Vacancy Resolution – Provisional Appointment – After comments and discussion, the board voted to adopt this resolution.  
**Motion:** Singleton                      **Second:** Pratt                      **Vote:** 4-Dyken, Pratt, Singleton, Wilson - 0
- A.3 Adopted Resolution 21-22-11 – Reducing Fuel Hazards at Avery Middle School – Hunter Reservoir Site  
**Motion:** Pratt                      **Second:** Wilson                      **Vote:** 4-Dyken, Pratt, Singleton, Wilson - 0

### B. CONSENT AGENDA

- B.1 Warrants  
B.2 12/13/21 Regular Meeting minutes  
B.3 Williams Complaint Summary for Oct – Dec 2021  
B.4 J-13 Request for Allowance of Attendance due to Emergency Conditions during school closures on December 14, 2021  
B.5 Accept parent / community donations:
  - \$400 from Arnold Rotary to HFE for student needs
  - \$500 from Independence Hall Quilters to HFE for teaching staff
- B.6 Agreement for Special Contract Services – Tracey Imsland  
B.7 Agreement for Special Contract Services – David Adams  
B.8 Calaveras County Office of Education Centralized Fingerprint Program Memorandum of Participation  
**Motion:** Pratt with gratitude for the donations                      **Second:** Singleton  
**Vote:** 4-Dyken, Pratt, Singleton, Wilson - 0

### C. PERSONNEL

- C.1 Board's consideration to appoint the following positions:  
C.1 Resource Teacher at HFE – *Blake Campbell*  
C.2 District Wide Custodian - *Kevin Niemeyer*  
**Motion:** Singleton                      **Second:** Wilson                      **Vote:** 4-Dyken, Pratt, Singleton, Wilson - 0

## POLICY REVISION / ADOPTION

### CSBA recommended policy revisions for December 2021 – *First Reading*

- BP 0420.42 - Charter School Renewal Policy
- BP 1312.3 - Uniform Complaint Procedures Policy
- AR 1312.3 - Uniform Complaint Procedures Regulation
- Exhibit (1) 1312.3 - Uniform Complaint Procedures Exhibit
- Exhibit (2) 1312.3 - Uniform Complaint Procedures Exhibit
- AR 3515.6 - Criminal Background Check for Contractors Regulation

Sarah Wilson left the meeting at 6:06 pm

**ADOPTED RESOLUTION # 21-22-12 – AB 361 -EXTENSION OF TELECONFERENCE FLEXIBILITY DURING PROCLAIMED STATE OF EMERGENCY (Government Code section 54953(e)(3) – After comments and discussion from the audience, the board voted to adopt this resolution.**

**Motion:** Singleton

**Second:** Pratt

**Vote:** 3--Dyken, Pratt, Singleton – 1 Absent - Wilson

**ITEMS FOR NEXT BOARD MEETING – February 16, 2022**

- ❖ Personnel
- ❖ Policy
- ❖ Staff of Year presentation
- ❖ Seniority List review
- ❖ Resolutions
- ❖ Budget Assumptions

**ADJOURNMENT** – With no further discussion, President Dyken adjourned the special meeting at 6:31 pm.

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Secretary to the Board

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Clerk of the Board

Board approved: 2/16/22

Checks Dated 01/12/2022 through 02/04/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
05068103	01/12/2022	AMAZON CAPITAL SERVICES, INC	01-4300	LORING OFFICE SUPPLY ORDER		74.00
05068104	01/12/2022	Arnold Auto	01-4300	Vehicle Maintenance & Supplies	58.89	
			01-4340	Vehicle Maintenance & Supplies	1,371.69	1,430.58
05068105	01/12/2022	Calaveras County Office Of Ed	01-5855	21/22 FINGERPRINTING		70.00
05068106	01/12/2022	Calaveras Public Power Agency	01-5510	Electricity Service		7,636.47
05068107	01/12/2022	Columbia Communications, Inc	01-5960	Bus Radio Services		395.00
05068108	01/12/2022	Office Depot	01-4300	AMS OFFICE SUPPLY ORDER	56.64	
				CYBRSCHOOL OFFICE SUPPLY ORDER	32.59	89.23
05068239	01/20/2022	Bank Of America	01-4300	Meeting Supplies, Maint,Library Supplies	123.88	
			01-5800	Meeting Supplies, Maint,Library Supplies	622.82	746.70
05068240	01/20/2022	CAL-WASTE RECOVERY SYSTEMS,LLC	01-5535	Trash & Recycling		2,312.70
05068241	01/20/2022	Center For The Collab Clsroom	01-4100	AME READING SIPPS KITS		691.50
05068242	01/20/2022	DeLageLandenPublicFinance	25-5800	PROFESSIONAL SERVICES FOR PHONES		39,068.47
				FINAL PAYMENT		
05068243	01/20/2022	Ebbetts Pass Gas Service	01-4321	Gas & Propane Service	1,330.24	
			01-4322	Gas & Propane Service	822.54	
			01-5515	Gas & Propane Service	5,646.48	7,799.26
05068244	01/20/2022	GopherSport NW 5634	01-4300	HFE PE CURRICULUM		524.89
05068245	01/20/2022	Office Depot	01-4300	HFE WNTRCRK / ART		446.10
05068246	01/20/2022	Sanders Snow Removal	01-5860	21/22 SNOW REMOVAL AMS/DO		3,000.00
05068247	01/20/2022	School Outfitters	01-4300	UNDER STAGE CHAIR DOLLY FOR HFE		1,454.73
05068248	01/20/2022	Speech Therapy Services	01-5800	Speech Therapy Services		7,315.00
05068249	01/20/2022	Toshiba Financial Services	01-5600	Copy Machines Lease		2,594.39
05068376	01/26/2022	AMAZON CAPITAL SERVICES, INC	01-4300	AMS OFFICE STUDENT SUPPLY ORDER		226.98
05068377	01/26/2022	AMERICAN FLOOR MATS	01-4300	GYM FLOOR MATS FOR HFE & AME		728.00
05068378	01/26/2022	AT&T	01-5930	Telephone Service		1,799.86
05068379	01/26/2022	Berri, Sam DbA: Sam Berri Towing	01-5800	Towing Services FOR BUS # 10		750.00
05068380	01/26/2022	BORDERLAN SECURITY	01-5800	FILTERING WITH LINEWIZE (ONE YR SUBSCRIPTION)		3,675.00
05068381	01/26/2022	Calaveras County Office Of Ed	01-7130	2021/22 NPS Claim 2ND QTR		12,126.00
05068382	01/26/2022	LOZANO SMITH, LLP	01-5820	Legal Services "COVID"		8,552.09
05068383	01/26/2022	Proper Pruning Service	01-5800	AME STORM DAMAGE LIMB REMOVAL	675.00	
				HFE Dismantle Pine Tree AT CCOE	2,000.00	2,675.00
05068384	01/26/2022	Total Filtration Services, Inc	01-4300	Misc. Filters for Maintenance		1,276.24
05068385	01/26/2022	Union Public Utility District	01-5540	AME Water Service		125.54
05068563	02/02/2022	Neith, Frank C	01-4300	MILEAGE REIMBURSEMENT		9.36
05068564	02/02/2022	AMAZON CAPITAL SERVICES, INC	01-4300	HFE MAINT PERRY ORDER	143.08	
				HFE MAINT SUPPLIES	21.42	164.50

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

**Checks Dated 01/12/2022 through 02/04/2022**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
05068565	02/02/2022	AT&T	01-5930	Telephone Service		683.50
05068566	02/02/2022	AT&T	01-5930	Telephone Service		1,005.52
05068567	02/02/2022	Berri, Sam Dba: Sam Berri Towing	01-5800	Towing Services FOR BUS #9 10/21		525.00
05068568	02/02/2022	Calaveras Lumber, Inc	01-4300	Misc. Maintenance Supplies		112.03
05068569	02/02/2022	California Chamber Of Comm	01-4300	CA LABOR LAW POSTER cid 966365		1.02
05068570	02/02/2022	California's Valued Trust	01-3402	HEALTH BENEFITS	4,267.72	
			01-3701	HEALTH BENEFITS	357.23	
			01-9553	HEALTH BENEFITS	71,276.70	75,901.65
05068571	02/02/2022	Commercial Appliance Service	13-5800	AMS & AME KITCHEN OVEN REPAIRS		3,758.21
05068572	02/02/2022	Dale Scott & Co., Inc.	01-5800	Annual Fee for Reports		750.00
05068573	02/02/2022	Ebbetts Pass Lumber Co, Inc	01-4300	Misc. Maintenance Supplies		162.38
05068574	02/02/2022	Interstate Truck Center	01-4300	Misc Transportation SERVICE REPAIR FOR BUS #10		581.29
05068575	02/02/2022	RayvernLightingSupplyCoInc.	01-4300	Misc. Maintenance Supplies		1,454.31
05068576	02/02/2022	TotalCompensationSystems,Inc. ATTN: Accounts Receivable	01-5800	GASB 75 FULL VALUATION		3,960.00
VCH-00000092	01/12/2022	Nicotero, Scott A	01-4300	MEETING SUPPLY REIMBURSEMENT		120.98
VCH-00000093	01/26/2022	Gonzalez, Paula	13-4700	KITCHEN SUPPLY REIMB.		4.98
VCH-00000094	02/02/2022	Bergantz, Judy L	01-5910	POSTAGE REIMBURSEMENT		31.55
VCH-00000095	02/02/2022	Benge, Nicole E	01-4300	Education Reimbursement		1,310.50
VCH-00000096	02/02/2022	Perry, Alan F	01-4300	Boot Reimbursement		153.47
<b>Total Number of Checks</b>					<b>46</b>	<b>198,273.98</b>

59

**Fund Summary**

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	43	155,442.32
13	CAFETERIA FUND	2	3,763.19
25	CAPITAL FACILITIES FUND	1	39,068.47
Total Number of Checks		<b>46</b>	<b>198,273.98</b>
Less Unpaid Sales Tax Liability			<b>.00</b>
<b>Net (Check Amount)</b>			<b>198,273.98</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

VALLECITO UNION SCHOOL DISTRICT

2021-2022

Certificated Teachers with Teacher Seniority

60

Employee Name	Seniority Date	Seniority Status	Site	Classification	FTE	Credential	EL Auth
1 Wright, Michelle A	08/26/88	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	CLAD
T2 Kryst, Elizabeth J	08/22/05	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject; Science, English	CLAD
T2 Rasmussen, Linda E	08/22/05	Permanent	HFE	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject; Math, Science	ELA1
4 Doyle, Tobie A	12/15/05	Permanent	AMS	MIDDLE - Middle School Teacher	1.00000	Multiple Subject	CLAD
5 Henrickson, Christine B	08/21/06	Permanent	AMS	MIDDLE - Middle School Teacher	1.00000	Multiple Subject	ELA1
T6 Pelland, Jennifer R	08/20/07	Permanent	HFE	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	CLAD
T6 Weidmann, Tim J	08/20/07	Permanent	AMS	MIDDLE - Middle School Teacher	1.00000	Single Subject - Health Science, Math	CLAD-ELA1
8 Lewis, Shonna E	10/01/14	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	ELA1
9 Williams, Rebecca K	10/03/14	Permanent	AMS	MIDDLE - Middle School Teacher	1.00000	Single Subject - Health Science, Math	CLAD
10 Hessels, Amy E	03/09/15	Permanent	AMS	MIDDLE - Middle School Teacher	1.00000	Multiple Subject; SS-Social Science	CLAD
T11 Lane, Michelle M	08/17/15	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	BCLAD
T11 Oliver, Laura L	08/17/15	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	ELA1
T11 Villella, Donald A	08/17/15	Permanent	AMS	MIDDLE - Middle School Teacher	1.00000	Multiple Subject	ELA1
14 Ryan, Teglene A	10/19/16	Permanent	HFE	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	CLAD
15 Heermance, Alison	11/08/16	Permanent	AMS	MIDDLE - Middle School Teacher	1.00000	Multiple Subject	ELA1
16 Klassen, Sally M	02/16/17	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	ELAM
T17 Fleck, Ginger L	08/14/17	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	ELA1
T17 Woolworth, Linda J	08/14/17	Permanent	AMS	MIDDLE - Middle School Teacher	1.00000	Multiple Subject	CLAD-ELA1
T19 Plowman, Jessica C	08/20/18	Permanent	HFE	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	ELA1
T19 Ryavec-Solis, Sonja E	08/20/18	Permanent	HFE	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject; Intro Social Science	ELAM
21 Loring, Brett W	01/01/08		VDO	ADMIN SVCS. - LCAP, EL, Testing	0.30000	Admin Services	CLAD
22 Nicotero, Scott	07/28/17		AMS	PRINCIPAL - Principal	1.00000	Admin Services; Multiple Subject, PE	ELA1
T23 Ackerman, Rachel M	08/19/19	Probationary - 0	AME	SDC - Special Day Class	1.00000	Provisional Intern Permit (PIP) - M/M, M/S	ELAE
T23 Davis, Larkin M	08/19/19	Permanent	AMS	SDC - Special Day Class	1.00000	Ed Specialist-M/M, M/S; Mult.Subj; Drama/Theatre	ELA1
T23 Nunn, Daniel R	08/19/19	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Prelim Admin Svcs; Multiple Subject; Single-Gen Ed	ELA1
T23 Stephens, Jennifer D	08/19/19	Permanent	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	ELA1
27 Fausel, Ray	08/01/20		HFE	PRINCIPAL - Principal	1.00000	Admin Services; Multiple Subject	ELA1
T28 Alexander, Lori M	08/28/20	Probationary - 2	HFE	ELEMENTARY - Elementary Teacher	1.00000	Preliminary Multiple Subject	ELAM
T28 Benge, Nicole E	08/28/20	Probationary - 2	AMS	RSP - Resource Specialist	1.00000	Prelim Multi Subj; Provisional Intern Permit (PIP) - M/M	ELAM, ELAE
T28 Loring, Brett W	08/28/20	Probationary - 2	AMS	MIDDLE - Middle School Teacher	0.70000	Multiple Subject	CLAD
T28 Titus, Lindsey N	08/28/20	Probationary - 2	AMS	MIDDLE - Middle School Teacher	1.00000	Preliminary Multiple Subject	ELAM
T32 Anderson, Kent A	08/16/21	Probationary - 1	HFE	ELEMENTARY - Elementary Teacher	1.00000	Preliminary Multiple Subject	ELAM
T32 Copp, Stephanie A	08/16/21	Probationary - 1	AME	ELEMENTARY - Elementary Teacher	1.00000	Multiple Subject	ELAM
T32 Davenport, Anna K	08/16/21	Probationary - 1	HFE	ELEMENTARY - Elementary Teacher	1.00000	Prelim Child Dev; Multiple Subject	ELA1
T32 Walker, Kristin A	08/16/21	Probationary - 1	AME	RSP - Resource Specialist	1.00000	Multi Subj; Short Term Staff Permit (STSP)-M/M; Autism Auth	ELA1, ELAE
36 Savaso, Justin P	10/21/21	Probationary - 1	DW	IND STUDY - Independent Study	1.00000	Multiple Subject	ELAM
37 Campbell, Blake D	01/12/22	Probationary - 1	HFE	RSP - Resource Specialist	1.00000	Mult Subj; Lrng Handicap; Autism Auth	S17D



VALLECITO UNION SCHOOL DISTRICT  
 CLASSIFIED EMPLOYEES SENIORITY LIST

Revised 1/21/22

**CLASSIFICATION PARAEDUCATOR - SPECIAL ED**

2

PLACE	NAME		2005/06 POINTS	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	MILLER, LINDA	NCLB	1392	6.0000		
DATE OF HIRE IN THIS POSITION						
2	SCALES, COLETTE	NCLB	5/1/2012	6.0000		
3	STEINEKE, CHRISTINE	NCLB	10/16/2013	5.7500		
4	DORSEY, LYNN	NCLB	11/20/2013	5.7500		
5/6	BATTAGLIA, GAIL	NCLB	4/20/2016	5.7500		
5/6	STANFILL, STEPHANIE	NCLB	4/20/2016	5.7500		
7	HESTER, DONNA	NCLB	10/19/2016	5.7500		
8	DORSEY, CHELSEY	NCLB	7/24/2017	4.7500		
9	MCCLURE, CARLY	NCLB	8/28/2017	5.7500		
10	VALENCIA, DAYSI	NCLB	10/19/2017	5.7500		
11	TAGESON, DEBORAH	NCLB	1/17/2018	6.0000		
12	SITCH, YVONNE	NCLB	2/13/2019	4.0000		
13	BRAY-JOHNSON, VICKY	NCLB	6/24/2020	5.7500		
14	ST. LOUIS, MARK	NCLB	11/16/2020	5.7500		
15	SCHOONOVER, ELYSE	NCLB	12/1/2020	5.7500		
16/17	PAAR, LEA-MARIE	NCLB	8/17/2021	4.0000		
16/17	MCCURDY, REBECCA	NCLB	8/17/2021	5.7500		
18	MACNAUGHTON, JENNIFER	NCLB	9/13/2021	5.7500		
19/20	REESE, BAILEY	NCLB	11/18/2021	5.7500		
19/20	KEARNAN, ASHLEY	NCLB	11/18/2021	5.75, 3 days/wk		

**CLASSIFICATION PARAEDUCATOR - VISUALLY IMPAIRED**

2

PLACE	NAME		DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	HEINLE, JESSICA	NCLB	11/19/2014	5.7500		
2	SCALES, COLETTE	NCLB	6/7/2017	6.0000		

**CLASSIFICATION PARAEDUCATOR**

1

PLACE	NAME	NCLB	2005/06 POINTS	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	MILLER, LINDA	NCLB	1392	3.0000		
2	FRANCIS, MELISSA	NCLB	899	5.5000		
3	ROCCO, DEBRA	NCLB	292	4.5000		
4	BROWN, SHERRI	NCLB	234	5.5000		
DATE OF HIRE IN THIS POSITION						
5	SCALES, COLETTE	NCLB	9/21/2005	6.0000		
6	STEINEKE, CHRISTINE	NCLB	8/19/2014	5.0000		
7	HESTER, DONNA	NCLB	12/17/2014	4.0000		
8	TRENT, TAMMY	NCLB	4/22/2015	5.0000		
9	STANFILL, STEPHANIE	NCLB	10/21/2015	5.0000		
10	BERTOLINO, JESSICA	NCLB	5/28/2019	3.0000		
11	QUILICI, ELIZABETH	NCLB	11/9/2020	5.7500		

**CLASSIFICATION PARAEDUCATOR - BILINGUAL**

2

PLACE	NAME		DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	RODRIGUEZ, MARILU	NCLB	6/10/2015	5.7500		

VALLECITO UNION SCHOOL DISTRICT  
CLASSIFIED EMPLOYEES SENIORITY LIST

Revised 2/7/22

**CLASSIFICATION (HEAD) CUSTODIAN 5**

PLACE	NAME	2005/06 POINTS	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	ERNST, KURT	198	8.0000		
DATE OF HIRE IN THIS POSITION					
2	GIUFFRA, GREG	7/1/2014	8.0000		
3	VILLEGAS, STEVE	10/2/2018	8.0000		
4	ERNST, TERRI	3/7/2018	6.0000		
5	WHITED, MELANIE	4/16/2020	8.0000		
6	NIEMEYER, KEVIN	1/31/2022	8.0000		

**CLASSIFICATION CUSTODIAN 5**

PLACE	NAME	2005/06 POINTS	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	ERNST, KURT	832	8.0000		
2	GIUFFRA, GREG	775	8.0000		

**CLASSIFICATION CROSSING GUARD 1**

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	MILLER, LINDA	8/10/2016	0.7500		
2	MACNAUGHTON, JENNIFER	11/17/2021	0.5000		

**CLASSIFICATION DELIVERY DRIVER MAIL / FOOD 1**

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1					

VALLECITO UNION SCHOOL DISTRICT  
CLASSIFIED EMPLOYEES SENIORITY LIST

Revised 1/24/22

**CLASSIFICATION      LEAD COOK SITE MANAGER      7**

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	OLSON, KATHY	9/20/2012	8.0000		
2	TAGESON, DEBORAH	1/3/2022	8.0000		

**CLASSIFICATION      COOK SITE MANAGER      3**

PLACE	NAME	2005/06 POINTS	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	OLSON, KATHY	615	8.0000		
<b>DATE OF HIRE IN THIS POSITION</b>					
2	GONZALEZ, PAULA	9/20/2012	7.0000		
3	TAGESON, DEBORAH	8/8/2018	7.0000		

**CLASSIFICATION      FOOD SERVICE WORKER      1**

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	GONZALEZ, PAULA	9/16/2009	3.0000		
2	TAGESON, DEBORAH	8/10/2016	2.5000		
3	WHITE, KARIN	8/17/2021	2.5000		

VALLECITO UNION SCHOOL DISTRICT  
 CLASSIFIED EMPLOYEES SENIORITY LIST

Revised 1/10/22

**CLASSIFICATION SCHOOL SECRETARY**

6

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	BERGANTZ, JUDY	9/17/2008	8.0000		
2	HEINLE, JESSICA	5/10/2017	8.0000		
3	BERTOLINO, JESSICA	8/3/2021	8.0000		

**CLASSIFICATION SCHOOL CLERK**

1

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	ROCCO, DEBRA	7/26/2007	1.7500		
2	BROWN, SHERRI	10/17/2012	0.7500		
3	HESTER, DONNA	8/18/2015	1.0000		
4	HUNGERFORD, TARA	5/10/2017	2.0000		
5	DORSEY, CHELSEY	7/24/2017	1.0000		
6	BERTOLINO, JESSICA	4/10/2019	2.0000		

**CLASSIFICATION COMPUTER INSTRUCTOR/TECHNICIAN**

5

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	RETEMeyer, OLETA	9/21/2016	8.0000		
2	HAINES, CARRIE	10/3/2016	8.0000		
3	DORSEY, CHELSEY	7/1/2021	5.7500		

**CLASSIFICATION LIBRARY-MEDIA SPECIALIST**

4

PLACE	NAME	2005/06 POINTS	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	FRANCIS, MELISSA	712	7.0000		
<b>DATE OF HIRE IN THIS POSITION</b>					
2	HUNGERFORD, TARA	3/6/2019	5.9167		
3	MCCLURE, CARLY	10/12/2020	5.9167		

VALLECITO UNION SCHOOL DISTRICT  
CLASSIFIED EMPLOYEES SENIORITY LIST

Revised 1/10/22

CLASSIFICATION BUSINESS MANAGER

CBO

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	MCREYNOLDS, GRETCHEN	4/17/2002	8.0000		

CLASSIFICATION MANAGER OF TECHNOLOGY

CLASS MGMT

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	RETEMAYER, OLETA	12/14/2021	8.0000		

CLASSIFICATION MANAGER OF MAINTENANCE & OPERATIONS

CLASS MGMT

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1					

CLASSIFICATION ADMINISTRATIVE ASSISTANT

Admin Assist/HR

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	BOYD, CHERYL	6/12/2014	8.0000		

CLASSIFICATION ASSISTANT MANAGER OF MAINTENANCE & OPERATIONS

CLASS MGMT

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	BOYD, DAVID K	6/26/2019	8.0000		
2	PERRY, ALAN	1/20/2021	8.0000		

CLASSIFICATION ADMINISTRATIVE SECRETARY

CONF

PLACE	NAME	2005/06 POINTS	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	BOYD, CHERYL	1164	8.0000		

CLASSIFICATION TECHNOLOGY SPECIALIST

CONF

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	RETEMAYER, OLETA		8.0000		

CLASSIFICATION ACCOUNT CLERK III

CONF III

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	FROST, JENINE	7/1/2018	8.0000		
2	NELSON, STEPHANIE	10/1/2020	7.7500		

CLASSIFICATION ACCOUNT CLERK II

CONF II

PLACE	NAME	DATE OF HIRE	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	FROST, JENINE	8/9/2017	8.0000		
2	NELSON, STEPHANIE	7/1/2018	6.0000		

CLASSIFICATION ACCOUNT CLERK I

CONF I

PLACE	NAME	2005/06 POINTS	HIGHEST HRS. WORKED IN CLASS	TIME OWED	REHIRE EXP.
1	MC REYNOLDS, GRETCHEN	656	8.0000		
2	NELSON, STEPHANIE		6.0000		

DATE OF HIRE IN THIS POSITION

**VALLECITO UNION SCHOOL DISTRICT  
CONTRACT FOR TEMPORARY CERTIFICATED EMPLOYMENT**

This Contract, made as of the signature date shown below, provides for temporary certificated employment of **Blake Campbell** (“Temporary Employee”) by the Vallecito Union School District (“District”).

**RECITALS**

A. **Credentials Held.** Temporary Employee represents that he/she possesses the following credentials authorizing service in California schools and has registered each with the County Superintendent of Schools. The credentials are: **Multiple Subject, Specialist Instruction – Learning Handicapped, Autism Spectrum Authorization**

B. **Credential Work in Progress.** Temporary Employee represents that he/she is currently registered as a graduate student at an accredited college or university and participating in the following credential program: **n/a**

C. **Temporary Opening.** District is desirous of filling a temporary opening on its certificated staff for the time period shown below.

**January 13, 2021 – June 3, 2022**

D. The parties therefore agree as follows:

**TERMS**

1. **Notice of Classification.** With District relying on each representation as to “Credentials Held” and “Credential Work in Progress,” Temporary Employee is hired as a temporary certificated employee to serve on a temporary basis as a **Resource Teacher**. This temporary position is created under the provisions of the Education Code section indicated below:

§44909 (Categorical Program or Contract Program)

2. **Period of Employment.** Temporary Employee is hired for a period commencing **January 13, 2022**, and terminating at the earliest to occur of the following:

- a. Notification by the District that the temporary employment hereunder is terminated;  
or
- b. Without advance written District permission, the loss, suspension, or Surrender of any credential by Temporary Employee; or
- c. **June 3, 2022**

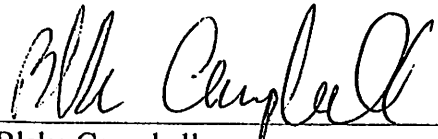
3. **Rate of Pay.** Temporary Employee shall be compensated for service to District as follows:  
Follow the CalSTRS retiree earnings limitations (Education Code section 24212)

District will withhold or make appropriate deductions for state and federal income taxes, State Teachers' Retirement System (if applicable), Social Security (if applicable), workers' compensation insurance, unemployment insurance, health and welfare insurance contributions (if applicable), and any other deductions authorized in writing by Temporary Employee and accepted by the District.

4. **Disclaimer of Rights.** Temporary Employee expressly disclaims each and all of the following and promises not to claim or sue for any such matters at any future date. The matters so disclaimed and waived are:
- a. Any claim that Temporary Employee is or may become a probationary employee, except when affirmatively so employed under a subsequent written contract.
  - b. Any claim or assertion that Temporary Employee is or may be entitled to a statement of, or a hearing on the issue of, the reason(s) for a termination of employment hereunder.
5. **Resignation.** In any event, Temporary Employee expressly resigns the employment provided by this Contract as of June 3, 2022, unless the employment terminates sooner by reason of the above terms of this Contract.


Temporary Employee Signature

Date: January 13, 2022

By:   
Blake Campbell

Temporary Employment Approved by District

Date: January 13, 2022

By:   
District Superintendent

Temporary Employment Approved by Board

Date: January 26, 2022

By: \_\_\_\_\_  
Board Clerk

**TERMINATION OF  
A.B. 130 INDEPENDENT STUDY  
MEMORANDUM OF UNDERSTANDING  
2021-2022 SCHOOL YEAR**

The Vallecito Union School District (hereafter "VUSD") Governing Board and the Mark Twain Union Elementary School District (hereafter "MTUESD") Governing Board entered into a Memorandum of Understanding (hereafter "MOU") on or about August 26, 2021.

The purpose of this MOU was to enable VUSD to offer independent study through the MTUESD to those VUSD students whose health would be put at risk by in-person instruction during the 2021-2022 school year.

The term of the MOU was for the 2021-2022 school year.

Effective February 11, 2022, the VUSD Governing Board began offering independent study for its own students whose health would be put at risk by in-person instruction during the 2021-2022 school year.

The Parties agree to terminate the August 26, 2021, MOU as of the date this document is signed by both Governing Boards.

The MTUESD currently has one family of four children who are residents of the VUESD who are attending MTUESD's Independent Study Program pursuant to the August 26, 2021, MOU. The parents of these four children have requested that their four children be allowed to remain in the MTUESD Independent Study program for the remainder of the 2021-2022 school year. The MTUESD will encourage the students to transition to the VUSD Independent Study program prior to the third trimester of the 2021-22 school year with collaboration between the two Independent Study teachers to allow for a smooth transition. The students will be required to fully integrated into their home district by the 3<sup>rd</sup> trimester progress report time of April 22, 2022 or another educational program of their choice. The MTUESD will require these parents to apply for an Interdistrict Attendance Agreement if they wish to reenroll their students in the MTUESD beyond the 2021-2022 school year.

The MTUESD will not accept any new VUSD students pursuant to this August 26, 2021, MOU unless the student first complies with both Parties' Interdistrict Attendance Agreement process.

The Parties agree to cooperative fully with one another in terminating the August 26, 2021, MOU.



**SIGNATURE PAGE**

**Reflects Approval by a Majority of the Membership of the Vallecito Union School District Governing Board**

Date: \_\_\_\_\_

\_\_\_\_\_  
Board Clerk  
Vallecito Union School District Governing Board

**Reflects Approval by a Majority of the Membership of the Mark Twain Union Elementary School District Governing Board**

Date: \_\_\_\_\_

\_\_\_\_\_  
Board Clerk  
Mark Twain Union Elementary School District  
Governing Board

**RESOLUTION REGARDING VACANCY**

**BEFORE THE GOVERNING BOARD  
OF THE VALLECITO UNION SCHOOL DISTRICT  
CALAVERAS COUNTY, CALIFORNIA**

Resolution No. 21-22-14

Resolution Appointing a Board Member )  
 ) BOARD VACANCY RESOLUTION:  
 ) PROVISIONAL APPOINTMENT

WHEREAS, Education Code section 5090 provides that vacancies on school district governing boards are caused by any of the events specified in Government Code section 1770;

WHEREAS, Government Code section 1770(c) provides that an office becomes vacant when a board member resigns;

WHEREAS, Education Code section 5091 provides that when a vacancy occurs on the governing board in a school district, the governing board of the district shall, within sixty (60) days of the vacancy or filing of a deferred resignation, either order an election or make a provisional appointment to fill the vacancy; and

WHEREAS, Board Member Sarah Wilson resigned, resulting in a vacancy on the Board as of February 8, 2022.

IT IS THEREFORE RESOLVED that the Board shall take all necessary steps to make a provisional appointment to fill Ms. Wilson’s position on the Board within the sixty (60) days from February 8, 2022, as required by Education Code section 5091;

BE IT FURTHER RESOLVED that applicants will be required to fill out and return by 4:00pm on February 28, 2022, the attached “Application to Fill Governing Board Vacancy”;

BE IT FURTHER RESOLVED that the District Superintendent will notify the Calaveras County Superintendent of Schools of the Board’s action on this matter by forwarding to him/her an executed copy of this Resolution;

BE IT FURTHER RESOLVED that, following this Board’s appointment of a provisional appointee, the District Superintendent is authorized to publish the notice required by Education Code section 5092;

BE IT FURTHER RESOLVED that the Superintendent or her designee is authorized to take any further action necessary to carry out the intent of this Resolution; and

BE IT FURTHER RESOLVED that the Superintendent or his/her designee shall circulate and post the attached "Notice of Call for Applications" and prepare and distribute to those individuals interested copies of the attached "Application to Fill Governing Board Vacancy."

The foregoing Resolution was adopted by the Governing Board of the Vallecito Union School District School District on the 16th day of February 2022 by the following vote:

AYES:

NOES:

ABSENT:

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Mark Dyken, President of Governing Board  
Vallecito Union School District  
Calaveras County, California

I, \_\_\_\_\_, the Clerk to the Governing Board of the Vallecito Union School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on February 16, 2022.

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Clerk of Governing Board  
Vallecito Union School District  
Calaveras County, California

MEMORANDUM OF UNDERSTANDING  
BETWEEN  
VALLECITO UNION SCHOOL DISTRICT (VUSD)  
AND  
VALLECITO TEACHERS ASSOCIATION (VTA)  
**PROCESS AND COMPENSATION FOR CLASS COVERAGE**  
February 1 – June 30, 2022

The Vallecito Union School District (“District”) and Vallecito Teachers Association (“Association”) enter this Memorandum of Understanding (“MOU”) regarding the issues related to unplanned, non-voluntary class coverage. “Unplanned” is defined as not expected or intended. “Non-voluntary” is defined as assigned by site administration after all other solutions have been pursued.

**4.8 - Un-planned, Non-Voluntary Class Coverage**

In order to address the challenge of finding and placing substitutes to cover teacher absences, it may be necessary for certificated staff to cover additional students / classes. The parties agree to the following procedures and compensation in the event a qualified substitute teacher is not available:

- First, every effort will be made to fill absences with qualified substitutes from the county/district substitute list. When a classroom teacher is going to be out they report their absence in Frontline as soon as possible.
- Second, the site administrator will assign available, properly certificated staff to provide coverage for the classroom in need (i.e. specialists, classified members with appropriate substitute teaching credentials, teachers with small groups that can be disbursed, independent study teachers, etc.).
- Third, if no qualified staff member is available to provide substitute teaching coverage, the class will be instructed by any available credentialed member of the administration team until such time as a bargaining member or certificated substitute teacher becomes available.
- Finally, if none of the above options are available, the class in need of coverage will be placed with another class. If deemed necessary by site administration, classes will be split between no more than 2 teachers.

Teachers who provide class coverage and/or take an additional 5 or more students at the request of the Administration shall be paid as follows:

1. Up to a “half day” (0.1-3.5 hours)- \$50
2. For a “full day” (3.6-7.0 hours)- \$100

In an unplanned situation, students of an absent teacher will not be dispersed between more than 2 teachers. If a class is dispersed between 2 teachers, each teacher will receive the full compensation amount for the time they provide coverage if they are welcoming 5 or more additional students.

Teachers receiving students under these conditions will fill out a time sheet to request payment and turn it into their site administrator for approval. The completed form will be the basis for teachers receiving compensation under this MOU. This MOU will not impact language in Article IX – Class Size

**SIGNATURE PAGE**

\_\_\_\_\_  
VTA President

\_\_\_\_\_  
District Superintendent

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Bargaining Team

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