

**VALLECITO UNION SCHOOL DISTRICT
GOVERNING BOARD
AGENDA**

**January 26, 2022
5:00 p.m.**

This special meeting is to complete business of the Board to consider and act on items from the regular meeting held on January 19, 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 link to access this virtual board meeting is provided below:

Google Meet joining info:

Video call link: <https://meet.google.com/uyv-tdnj-vku>

Or dial: (US) +1 732-823-9680 PIN: 320 172 413#

I. SPECIAL MEETING CALLED TO ORDER

II. ESTABLISHMENT OF QUORUM

III. OPEN SESSION

A. Pledge of Allegiance

IV. MAX PANDA WORK ORDER APP – Presentation by Oleta Retemeyer and Jenine Frost

V. 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 acting 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.

VI. ANNOUNCEMENTS, REPORTS AND COMMUNICATIONS

Communication – Response letter from CDPH – Pg.1

AMS Student Representative -

VTa Representative -

CSEA Representative -

Board Members –

Superintendent -

Government Code Section 54954.3 provides that the public will have an opportunity to address the Board on any item described on a regular or special meeting either before or during the consideration of that item. The Board reserves the right to limit the time of presentation by individual and cumulative (BB 9323)

VII. 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 – Pg.3

Due to unforeseen circumstances, the CDE data has been delayed. SARC's will be updated once data has been uploaded

Motion: **Second:** **Vote:**

A.2 Resolution #21-22-10 – Board Vacancy Resolution – Provisional Appointment – Pg.88

Motion: **Second:** **Vote:**

A.3 Resolution 21-22-11 – Reducing Fuel Hazards at Avery Middle School – Hunter Reservoir Site – Pg. 94

Motion: **Second:** **Vote:**

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 – Pg. 98

B.2 12/13/21 Regular Meeting minutes – Pg. 102

B.3 Williams Complaint Summary for Oct – Dec 2021 – Pg. 107

B.4 J-13 Request for Allowance of Attendance due to Emergency Conditions during school closures on December 14, 2021 – Pg. 108

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 – Pg. 120

B.7 Agreement for Special Contract Services – David Adams – Pg. 122

B.8 Calaveras County Office of Education Centralized Fingerprint Program Memorandum of Participation – Pg. 124

Motion: **Second:** **Vote:**

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

Motion: **Second:** **Vote:**

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: **Second:** **Vote:**

VIII. 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 rennumbers 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 rennumbers 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 rennumbers 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 rennumbers 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.

IX. RESOLUTION # 21-22-12 – AB 361 -EXTENSION OF TELECONFERENCE FLEXIBILITY DURING PROCLAIMED STATE OF EMERGENCY (Government Code section 54953(e)(3))

The board approved the Teleconference Flexibility at the January 19, 2022 regular meeting finding that the state of emergency continues to directly impact the ability of the members to meet safely in person. This resolution provides further clarification and transparency regarding the board's action taken at the January 19, 2022 regular board meeting. Pg. 126

Motion:

Second:

Vote:

X. ITEMS FOR NEXT BOARD MEETING – February 16, 2022

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

XI. 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



TOMÁS J. ARAGÓN, M.D., Dr.P.H
Director and State Public Health Officer

State of California—Health and Human Services Agency
California Department of Public Health



GAVIN NEWSOM
Governor

December 23, 2021

Scott Nanik
County Superintendent
District Superintendents
Calaveras County Office of Education
185 S. Main
Angels Camp, California 95221

Dear Superintendent Nanik and Calaveras District Superintendents:

Thank you for sharing your letter regarding the COVID-19 vaccine mandate for public and private K-12 students. We appreciate the communication and the ongoing partnership at all levels that are necessary to maintain safe and successful schools in California.

Governor Gavin Newsom has directed the California Department of Public Health (CDPH) to add the COVID-19 vaccine to the list of vaccinations already required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code sections 120325 - 120380. This will be accomplished by regulations promulgated pursuant to section 120335(b)(11), which authorizes vaccine requirements for "any other disease deemed appropriate" by CDPH. This is also consistent with the overall intent of the law to achieve "eventual achievement of total immunization" against dangerous childhood diseases. (HSC section 120325(a)).

Upon full approval by the Food and Drug Administration (FDA) of a vaccine for age groups within a grade span (7-12 and K-6), CDPH will consider relevant recommendations from the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians prior to implementing a requirement, as required by the Health and Safety Code section 120335(b)(11).



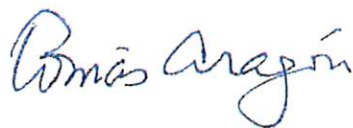
CDPH will then initiate the rulemaking process, which includes public comment. The regulations will take effect at the start of the following term, meaning either January 1st or July 1st, whichever comes first. (Education Code 37200). This will also give both parents and schools sufficient time to prepare and implement. Currently, full FDA approval for the Pfizer COVID-19 vaccine exists for ages 16 and older. Based on current projections for full approval for ages 12+, we anticipate the requirement would apply to students in grades 7-12 at public or private schools starting on July 1, 2022. Pursuant to Health and Safety Code section 120338, such a requirement would include exemptions "for both medical reasons and personal beliefs."

In the face of the ongoing pandemic, the California Department of Public Health sets minimum standards for recommended and required guidance related to the prevention and mitigation of COVID-19 in California schools. Our underlying goal remains to ensure that all California students have access to safe in-person instruction. While we continue to make gains in vaccinating Californians, a significant proportion of our population remains unvaccinated.

From day one, California has stepped up with policies that keep our children and school staff safe. Universal masking, combined with vaccination measures and access to regular testing, have been key to the state's nation-leading success in keeping schools open. We appreciate your perspective on adding the COVID-19 vaccine to the list of vaccines required for students to attend grades K-12 in person in California.

This strategy represents the best path for schools to protect children and school staff, ensuring that classrooms remain safe spaces for learning, and children are provided every opportunity to be successful.

Sincerely,

A handwritten signature in blue ink that reads "Tomás Aragón". The signature is fluid and cursive, with the first name "Tomás" and last name "Aragón" clearly distinguishable.

Tomás J. Aragón, M.D., Dr.P.H.
Director and State Public Health Officer
California Department of Public Health

Albert Michelson Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Albert Michelson Elementary School
Street	196 Pennsylvania Gulch Road
City, State, Zip	Murphys, CA 95247
Phone Number	209-728-3441
Principal	Josh O'Geen
Email Address	jogeen@vsd.k12.ca.us
School Website	www.vallecitok12.com
County-District-School (CDS) Code	05 61580 6088975

2021-22 District Contact Information

District Name	Vallecito Union School District
Phone Number	(209) 795-8500
Superintendent	Tom Hoskins
Email Address	thoskins@vsd.k12.ca.us
District Website Address	www.vallecitok12.com

2021-22 School Overview

School Profile

Albert Michelson Elementary School is a TK-5 elementary campus located in the California Gold Rush town of Murphys, California. The school features a rigorous academic program with robust opportunities to explore interactive curriculum in language arts, math, science, technology, art, and music. Further, the site's staff is focused and mindful concerning students' mental health. Albert Michelson Elementary is unique in demographic characteristics bridging learning opportunities for students from a range of life experiences and backgrounds including English Language Learners and an included Special Education population. Last year, approximately 50 percent of the enrolled students qualified for Free/Reduced lunch although the number ballooned higher with the regional unemployment triggered by the Covid-19 Pandemic. As a result of a 2018 Title 1 Funding audit, the school has re-identified itself under the Title 1 School-Wide designation.

Michelson students are empowered and expected to take responsibility to master core curriculum and to perform to the best of their ability. Intrinsic motivation is fostered in all students to achieve. All learners work to demonstrate proficiency through the use of frequent multiple measures and school-wide initiatives to support student learning and success, including Star Reading and Math Assessments, ESGI assessments for TK-1 grades, and progress-monitoring in English Language Arts and Math through summative curriculum assessments. Systematic Instruction in Phonological Awareness, Phonics, and Sight words (SIPPS) is used in early literacy learning. A hallmark of the school's instruction is the Response to Intervention support program which rotates students throughout classroom settings providing differentiated, small group instruction four days each week. In addition, Fountas and Pinnell Guided Reading and the use of running records to monitor student progress is used to support developing literacy proficiency. In addition, a highly qualified retired teacher was hired to assist students who need tier 2 reading support.

Grades TK-5 have embraced the English Language Arts curriculum, "Center for Collaborative Classroom", with an emphasis on rigor, integration of cross-curricular subjects including social emotional learning, literacy, and writing. Small group work within the general education classroom for all students is an expected component of this program. The school also embraces the Second Step program taught to all grades to develop a tool kit for appropriate social behaviors.

The District Curriculum and Instruction Committee worked with teachers in the district during 2020 to provide continued training and opportunities to explore the newly adopted Foss Science curriculum.

2021-22 School Overview

Community collaboration between the school, Michelson Parent Club, businesses, and community organizations such as Rotary, Murphy's Senior Center, and the retired Veterans, provide unique opportunities for the students at Michelson School. Programs include the Master Gardeners Club, Ukulele seminar, ceramics, fine art painting, Reading Buddies, Student Leadership and an embrace of inclusion for all learners in general education settings. Our school community includes a diverse population that includes long-time local families, as well as families who have recently relocated from more suburban areas.

The school also received a three-year California Department of Education Student Inclusive Practices grant (SIPS) to promote special education inclusion opportunities in general education. The grant allows for the staff to receive the expertise of a veteran retired special education teacher to assist in mentoring their students within the general education setting and provide staff development on supporting all learners in general education.

The school enjoys the support of a robust English Language Advisory Council, featuring regular attendance from the Spanish-speaking parent community. Michelson continues to work with the county office of education to offer adult English Classes twice a week. The program is now entering its fifth year. Parents play very important roles through their active participation and involvement as small group reading volunteers, School Site Council, ski program, chaperoning for field trips, coaching, Parents Club, community garden, and tutoring.

In 2018, Michelson pioneered a general education three-week Power School to promote summer learning and prevent summer regression for students that were slightly below grade level. The program was subsequently rolled out to all three district sites for the summer of 2019 and continued in 2020. The Power School is offered to close the learning gaps evident from the Covid-19 Pandemic.

In November 2018, the community passed Measure E, an \$11 million dollar general obligation bond to fund additional infrastructure improvements. Construction commenced in the Spring of 2020 amid the Covid-19 closures and was substantially completed by October 2020. Improvements included new roof, heating and air conditioning systems, gym renovation, and ADA improvements. Measure I, a \$3 million dollar, follow-up general education bond was passed in November 2020 by 65 percent of the voters.

Michelson is a school that continually monitors data to inform instruction to improve student outcomes through a collaborative teaching process. Our learners are enthusiastic and participate in a wide-variety of learning activities. Learners will be offered extension activities and support designed to meet individual learners' needs and to help all students fulfill their potential.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Vallecito Union held a public hearing on September 30, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education. In 2019/2020, the District conducted a pilot of Social Science and Science materials. Following extensive teacher feedback, the Curriculum and Instruction Committee (C&I) selected Foss Science (TK-5) and Social Studies Weekly (TK-5). Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Center for Collaborative Classroom (TK-4)	Yes	0%
Mathematics	Go Math	Yes	0%
Science	Foss Science	Yes	0%
History-Social Science	Social Studies Weekly	Yes	0%

School Facility Conditions and Planned Improvements

Albert Michelson Elementary was built in 1973. A full time day custodian and a full-time evening custodian keep the school clean and in good repair. The elementary and kindergarten playgrounds were replaced during summer of 2018 and in 2021 the kindergarten playground was revamped with artificial turf. All of the main building windows were replaced in 2018 along with the thermostat controls from Proposition 39 funding. An \$11 million General Obligation Bond, Measure E, was passed by the voters in November 2018 and construction was completed in Spring 2021. Replacements included a new roof system and HVAC systems, removal of diesel boilers, repair of dry rot and termite damaged, renovation of the multi-purpose rooms, extensive parking lot update, path of travel, and restroom upgrades to meet ADA compliance. Two aging portables are slated for replacement in upcoming years when the school becomes eligible for state modernization funds. The school is currently large enough to serve the existing student population. The site uses max panda to request repairs. In response to COVID-19 a variety of changes were made to the campus including installation of hand-sanitizer dispensers, removal of excess materials and furniture from classrooms, mandates for distancing, and changes to staff room protocols and equipment.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		
Interior: Interior Surfaces	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent involvement is a key component to student success at Albert Michelson Elementary.

Michelson Parents' Club is a strong parent led fundraising and community building group comprised of parents, grandparents, and guardians. Activities are planned throughout the year and include the Back-to-School Night Welcome barbecue, Harvest Festival, Holiday Craft Faire, Movie Nights, Jog-a-Thon, Chicken-in-a-Barrel Auction Barbecue event, and various fundraisers throughout the year. The funds from the parent's club support enrichment activities such as field trips, Art in Action, art supplies, special events, assemblies, and other student based activities. The site also benefits from an involved and stable English Language Advisory Council and School Site Council. The events have been postponed or modified during the Covid-19 closures and the subsequent introduction of Distance Learning for the commencement of the 2020 school year. However, the Pandemic.

The school annually distributes a Family Engagement Policy and Compact as part of Title 1 review and received input from both the Site Council and the ELAC. Information on achievement and outcomes is discussed at both meetings. Parent education continues around the TK-5 grade shift to a standards-based report card, which required grade level collaboration for assessment procedures during the final trimester due to Covid-19.

During normal operations, Parents/Guardians volunteer in a variety of capacities including assisting in classrooms, special events, driving and chaperoning for field trips and sports teams, assisting in Art in Action lessons, and reading with students. The Michelson Parents Club routinely asks for volunteers to assist them with the numerous special events and activities on site throughout the year.

Parents are encouraged to email, call or leave a message for a staff member in the office. Teachers are expected to respond to parent requests within 24 hours or sooner during work days. If translation is needed, the ELD coordinator or the bilingual aide, will translate as needed. Many teachers also use texting apps to group message or individually message their parents. The principal is also easy to reach via email, text or a phone call.

2021-22 Opportunities for Parental Involvement

Information distribution is essential to generating involvement and family engagement. Each week the principal sends a smore newsletter called "Trojan Weekly" to all staff and parents to let them know of upcoming events and important information through the Parent Square forum. The school also has a regularly updated website with teacher pages and a monthly. All of the parent community information is translated into Spanish. In an emergency, the information system also has a phone call option to notify parents and stakeholders. The District also has "robo" calls for important reminders such as minimum day dismissal or emergency information such as snow day closures. An electronic sign on Highway 4 also displays important updates. During the

The District's information program, Aeries, includes access to the grade book portal for grades four and five in order for parents to be able to have real-time information about their students assignment completion and grades. Parent Square is also used to message parents/guardians and teachers have individually designed web pages with a subscription option to notify parents of assignments and events relevant to the class.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

The safety of students and staff is the primary concern of the Vallecito Union School District. COVID-19 mandated training was incorporated into the professional development calendar for the 2020 and 2021 return to school. Virtual training included the JPA mandated training as well as live discussions with the County Nurse and Site principal on protocols and requirements. In addition, new precautions including the required self-assessment for Covid-19, and a variety of safety measures including temperature checks, a revised fever policy, isolation rooms, material storage, masking and distancing requirements, and a range of other safety measures related to Covid-19 were introduced.

The site has worked together with the other district schools to create a School Safety Plan that includes laws, rules, and regulations pertaining to emergencies. Staff has participated in a multi-disciplinary public agency "ALICE" active shooter training and safety briefings. Site Safety procedures are reviewed annually and are updated as needed. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are also held and protocols are revised based on current best practices following national incidents. Protocols to ensure safe drop-off and pick up of students are enforced daily. Students are supervised before school for a 20 minute period prior to the start of the school day. Pick up procedures and bus loading procedures are enforced. All visitors must check in and out of the office and wear a visitors tag. Walkie Talkie radios are worn by key staff members to aide communication. In order to secure classroom doors, "active shooter" door bollo pins were installed on each door to secure the door from an intruder in the event of an emergency. Additional housekeeping changes were made throughout the school site in order to comply with a District-Wide inspection resulting in significant changes to classroom appearance in the areas of electrical, furniture attachment, classroom storage and use of decorative paper within the classroom settings.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,463	3,770	9,693	69,823
District	N/A	N/A	9,693	69,823
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			2,361	82,746
Percent Difference - School Site and State	N/A	N/A	121.7	-16.9

2020-21 Types of Services Funded

Albert Michelson Elementary supports a diverse population of learners. Special education supports are embedded throughout all general education and special education settings. A part-time school counselor works with students on social and emotional issues effecting school performance. In addition, the site has partnered with Sierra Child and Family to ensure students have access to mental health five days a week. Additional supports include, extended library hours for tutoring, after-school computer lab support for basic skills, Accelerated Reader, Second Step socio-emotional learning program, and SIPPS intervention. English classes for our adult Spanish speakers is offered on site twice a week in partnership with the Calaveras County Office of Education. A Title 1 funded summer school pilot debuted at Albert Michelson in Summer 2018 to serve at risk learners to help diminish summer learning regression and was subsequently funded at all three District school sites in 2019, 2020 and 2021. Additional expenditures related to Covid-19 funding included purchase of PPE for staff and classrooms, extensive technology purchases to support ensure all students have a Chromebook, laptops, Interactive televisions, and webcams, hand sanitizer dispensers, additional custodial staff for cleaning, privacy screens, increasing to 1.0 FTE the school nurse, and a part-time psychologist to aide in clearing the back log of triennial assessments unable to be completed due to the Covid-19 closures.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

On-going Professional Development and designated collaboration is a hallmark of Vallecito Union School District and Albert Michelson Elementary School. Albert Michelson Elementary School, as part of the Vallecito Union School District, provides staff with three full-day professional development days as part of the contractual work year in addition to seven minimum days that are set aside for 2-hour professional development blocks. This year included a joint training with the schools of Calaveras County named Resilience Rising which focused on Trauma Informed Practices and Foster Youth. Training on the minimum days have included report card assessment collaboration in relation to the new standards based report cards, trauma awareness, Mandated Safety Training's, ALICE Safety training, Crisis Prevention Intervention (CPI) training, an introduction into Mindfulness, and additional professional development related to special education.

With the introduction of the newly adopted Foss, Social Studies Weekly, and the requirements for new technology skills a professional development day to review health and safety protocols by the County Nurse and Site Principals prior to return to site based instruction.

As part of the SIPPS grant, on-going training in Universal Design for Learning is available various locations throughout the valley and Bay Area.

A para-educator binder of protocols has been developed and is reviewed each year. Para-educators attended a training from the Calaveras County Office of Education BCBA on how to read an IEP at a Glance and support students successfully in Gen Education. For 2020/21, trainings by a highly qualified veteran teacher relating to full inclusion and co-teaching will be held throughout the year for all para-educators on a scheduled calendar. The para-educators will also receive training as required in CPR, playground supervision, and mandated safety trainings.

Within the past three years, additional district and county training's have focused on a range of topics including seminars on SIPPS, CPI, Positive Behavior Supports, Prompting and Fading Supports, behavior management and supporting students in general education, IEP document preparation, ELPAC supports in the IEP, Zoo phonics, Woodcock Johnson Testing protocols, and instructional strategies for supporting learners. Professional development is supported by ongoing discussion, coaching, evaluation and data collection. Personal growth resources such as books and other publications are also provided to staff and are discussed in faculty meetings.

Teachers can also request to attend trainings relating to areas of interest. Staff members have attended conferences relating to Math instruction, Universal Design for Learning, Down's Syndrome Awareness, Collaborative Classroom, Trauma Informed Practices and SIPPS.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Vallecito Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Vallecito Union School District
Phone Number	(209) 795-8500
Superintendent	Tom Hoskins
Email Address	thoskins@vsd.k12.ca.us
District Website Address	www.vallecitok12.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Hazel Fischer Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

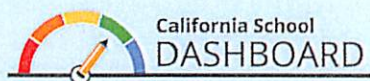
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Hazel Fischer Elementary School
Street	1605 Blagen Rd.
City, State, Zip	Arnold, CA 95223-0329
Phone Number	(209) 795-8030
Principal	Raymond Fausel
Email Address	rfausel@vsd.k12.ca.us
School Website	https://www.vallecitok12.com/apps/pages/index.jsp?uREC_ID=1531438&type=d&pRE
County-District-School (CDS) Code	05 61580 6003396

2021-22 District Contact Information

District Name	Vallecito Union School District
Phone Number	(209) 795-8500
Superintendent	Tom Hoskins
Email Address	thoskins@vsd.k12.ca.us
District Website Address	www.vallecitok12.com

2021-22 School Overview

Begot from a one-room schoolhouse in 1917, the original teacher, Hazel Fischer, began our school's legacy of excellence. Hazel Fischer Elementary School now sits a few miles down the road across from White Pines Lake in a small, mountainous community within the Stanislaus National Forest. In close partnership with the school, our community has continued to provide a host of invaluable contributions over the years.

Stakeholders have worked together with the Vallecito Union School District to develop goals for the Local Control Accountability Plan and School Plan for the site. Schoolwide initiatives support student learning and proficiency in the Common Core State Standards (CCSS) and include multiple online and curriculum-embedded formative assessments, progress monitoring in English Language Arts using Guided Reading and running records, Multi-Tiered System of Support, the adoption and implementation of curriculum aligned with CCSS and professional development focusing on curriculum adoptions. We implement Restorative Practices and Positive Behavior Interventions and Supports as well as mindfulness and trauma-informed strategies to build a positive culture that supports the social-emotional and behavioral needs of every child. Despite COVID-19 necessitating adjustments to many in-person activities this year, Hazel Fischer Elementary School has found ways to still have a variety of performing and visual arts, organized sports, and fun community-building events.

Our goal is to challenge minds, nurture character, and instill a sense of civic responsibility that empowers and inspires students to create a better world. In addition to rigorous academics and apt 21st century skills, our emphasis on teaching students to be responsible, empathetic, respectful, and open-minded provides the foundation for a successful, good, and happy future.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each school within Vallecito Union has sufficient and good quality textbooks, instructional materials, and science equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers and a recommendation is made to the School Board by a selection committee, the Curriculum and Instruction Committee, composed of teachers, administrators, and other VUSD staff. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Center for the Collaborative Class – Being A Reader, Making Meaning, Being a Writer, & SIPPS	Yes	0%
Mathematics	GoMath	Yes	0%
Science	Foss	Yes	0%
History-Social Science	Social Studies Weekly	Yes	0%

School Facility Conditions and Planned Improvements

Hazel Fischer Elementary was originally constructed in 1973 and is comprised of 13 classrooms, one gym/ multipurpose room/cafeteria, one library, one staff lounge, one technology room, and one playground along with an activity field. Cleaning Process: The custodial staff works diligently to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. A general obligation school bond measure was passed in 2018 that provided funding for repairs and upgrades to the existing and aging infrastructure, including roof repairs and upgrades to the HVAC system.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities

N/A

N/A

N/A

N/A

N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

As a community-focused school, we enjoy amazing support from our parents, community members, and local businesses. We support all students with more individualized attention, small group activities, and special programs. Parents are involved in the Parents' Club, School Site Council, and Adopt-a-Class. Additionally, we are beginning to get parent volunteers back on campus to assist us with the library, classroom activities, ski program, and special events. Partnerships have been established between Parents' Club and local businesses and community organizations to leverage resources for students and the school. Parents are invited to participate in school and district committees, activities, and initiatives. Parent feedback about the school is elicited through the California Healthy Kids Parent Survey and other surveys pertinent to current issues.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
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Suspensions

Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
---------	-------------------	---------------------	------------------

Suspensions

Expulsions

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Safety of students and staff is a primary concern of the Vallecito Union School District. The schools are always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each school site safety plan is reviewed and updated annually; it was last reviewed and adopted by the Board in November 2021. All revisions were communicated to both the classified and certificated staff.

The school's emergency preparedness plan includes steps for ensuring student and staff safety during a disaster. The range of apt drills are conducted on a regular basis throughout the school year. The school works with emergency responders, including Ebbetts Pass Fire District and the Calaveras County Sheriff Office, in planning and reporting. Students are supervised before school and during breaks by classified staff. A vehicle carousel is used for student drop off and pick up. The doors are locked to enter the site. When visitors are on-campus, they must check-in at the office. Mass parent and staff emails are used at the district- and site-level in the event of power outages, inclement weather, emergencies, and to disseminate general community information.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,478	3,785	9,693	69,823
District	N/A	N/A	9,693	69,823
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			2,810	82,746
Percent Difference - School Site and State	N/A	N/A	110.1	-16.9

2020-21 Types of Services Funded

Hazel Fischer Elementary offers students a variety of supports and services through a counselor, speech therapist, occupational therapist, physical therapist, library media specialist, technology specialist, and instructional aide staff. All students receive targeted small group instruction at least four times per week through a whole school RTI model. For any student needing additional services or supports, a Student Success Team reviews interventions and progress monitoring to determine which additional or different services or supports would best serve that child.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Hazel Fischer Elementary School teachers have engaged in a number of professional development opportunities over the last few years. Most recently, teachers have received training in November 2021 to support students with a history of trauma.

Hazel Fischer Elementary School, as part of the Vallecito Union School District, provides staff with three full-day professional development days as part of the contractual work year. Professional development is supported by ongoing discussion, coaching, data collection, and collaboration. The majority of faculty meeting time is aimed at professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Vallecito Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Vallecito Union School District
Phone Number	(209) 795-8500
Superintendent	Tom Hoskins
Email Address	thoskins@vsd.k12.ca.us
District Website Address	www.vallecitok12.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Avery Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

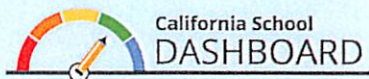
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Avery Middle School
Street	4545 Moran Rd.
City, State, Zip	Avery, CA 95224
Phone Number	209-795-8520
Principal	Scott Nicotero
Email Address	snicotero@vsd.k12.ca.us
School Website	www.vallecitok12.com
County-District-School (CDS) Code	05 61580 6111884

2021-22 District Contact Information

District Name	Vallecito Union School District
Phone Number	(209) 795-8500
Superintendent	Tom Hoskins
Email Address	thoskins@vsd.k12.ca.us
District Website Address	www.vallecitok12.com

2021-22 School Overview

School Description:

Avery Middle School is the only 6th-8th grade campus in the Vallecito Union School District. It serves a small, tight-knit community of approximately 180 learners who strive for excellence in every endeavor. A family atmosphere is created by supportive and caring staff who celebrate the importance and potential of each student. Expectations are high for all students in our several subgroups. Our excellent state test scores and high honor-roll numbers reflect a culture of high-achievement. We are a 2013 California Distinguished School, 2014-2015 California Gold Ribbon School, and a 3-time Apple Distinguished School due to our one-to-one iPad program and use of other technologies in and outside of the classroom.

Mission Statement:

Avery Middle School will create and maintain a caring, positive, and challenging environment where every student can be successful. Students will learn in their own unique manners and will acquire the skills necessary to become inspired and self-directed learners, productive individuals, responsible citizens, and effective communicators.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Vallecito Union School District held a public hearing on September 15, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks, and/or access to online instructional materials, in core subjects for use in the classroom and at home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys - HMH	Yes	0%
Mathematics	GoMath - HMH	Yes	0%
Science	Teacher Curriculum Institute (TCI)	Yes	0%
History-Social Science	Teacher Curriculum Institute (TCI)	Yes	0%

School Facility Conditions and Planned Improvements

Avery Middle School was originally constructed in 1994 and is comprised of 21 classrooms, one gym/ multipurpose room/cafeateria, one library, one staff lounge, one computer lab, many basketball courts, a tennis court, a volleyball court, a track and two play fields. Cleaning Process: The Principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair. Maintenance meetings occur on a monthly basis, minimally. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. In response to COVID-19, a variety of changes were made to the campus including installation of hand-sanitizer dispensers, temporary markings for one way corridors, removal of excess materials and furniture from classrooms, mandates for distancing, and changes to staff room protocols and equipment. Many of those changes remain in place to ensure continued student health/safety. HVAC systems/equipment in our school gym and library were replaced during the summer of 2020.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems:	X
Gas Leaks, Mechanical/HVAC, Sewer	
Interior:	X
Interior Surfaces	
Cleanliness:	X
Overall Cleanliness, Pest/Vermin Infestation	
Electrical	X
Restrooms/Fountains:	X
Restrooms, Sinks/ Fountains	
Safety:	X
Fire Safety, Hazardous Materials	
Structural:	X
Structural Damage, Roofs	
External:	X
Playground/School Grounds, Windows/ Doors/Gates/Fences	

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Avery Middle School is committed to encouraging parent/guardian involvement. Numerous opportunities are available including the following: Parents Club, School Site Council, DELAC, parent/teacher conferences, Back-to-School Night, Open House, district committees, classroom volunteers, ski program, Book Fair, Medieval Faire, athletics, Sport-O-Rama, Celebration of Learning, 8th grade promotion ceremony, dances, honor roll celebrations, 8th grade awards night, Coast Camp, and any other field trips. Please note that due to continued concerns with the COVID-19 pandemic, parent/guardian involvement has been minimized and/or relegated to online/virtual participation in the previously noted activities when possible. We have every intention of including parent/guardian involvement to the extent possible.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Safety and security of students/staff is a primary concern of the Vallecito Union School District and Avery Middle School. Our schools are always in compliance with current laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. A newly created, up-to-date Avery Middle School Emergency Operations Plan was reviewed/approved by the VUSD Governing Board on 11/17/21 and reviewed with all school staff on 11/29/21. The plan is updated regularly through the assistance of the School Site Safety Committee and the School Site Council. Any/all revisions are communicated to both the classified and certificated staff. The school's Emergency Operations Plan includes steps for ensuring student and staff safety during a multitude of disasters/emergency events, including procedures/protocols for an Active Shooter event. School staff received an Active Shooter training on 6/10/19 and continue to take part in safety-related discussion/collaboration regarding prior trainings/safety protocol. Lockdown drills are held up to 4 times a year with support of local law enforcement officials. Fire and disaster drills are conducted on a monthly basis throughout the school year with support from the local Ebbett's Pass Fire District. Students are supervised before and after school and at lunch by classified staff. There is a designated area for student drop off and pick up. Visitors must check in at the office and sign-in using the secure "ident-a-kid" electronic information system. Since the start of the 2020-2021 school year, school staff have taken part in mandatory COVID-19 mitigation trainings in an effort to maintain the safety and security of student/staff health and welfare. Since the re-opening of our schools to "in-person" learning on 9/28/20, all school staff have worked diligently to uphold the standards set forth in our comprehensive district re-opening plan and following CDPH COVID-19 safety recommendations.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,463	3,770	9,693	69,823
District	N/A	N/A	9,693	69,823
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			2,652	82,746
Percent Difference - School Site and State	N/A	N/A	114.1	-16.9

2020-21 Types of Services Funded

Avery Middle School offers students support through the employment of a counselor, library media staff, and instructional aides. Students having difficulty completing assignments are placed on the Academic Assistance Program that sets aside extra time and supervision by highly-qualified instructors/instructional aides for completion of missing work. Students may also choose to visit classrooms before school to receive specialized assistance from their instructors, up to 45 minutes prior to the start of the student school day. Some students take part in a daily check-in/check-out system to assist with work completion, through the assistance of a highly-qualified instructor and instructional aides. Several 8th grade students meet weekly/bi-weekly with the Principal to review academic standing in support of reaching achievement levels consistent with district 8th grade promotion standards. The school Principal and instructors maintain a strong emphasis on student accountability and high achievement. A Positive Behavior Support System is also in place to reward students for demonstration of positive behavior.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Avery Middle School teachers have engaged in a number of professional development opportunities over the last few years. Most recently, the staff has been trained in RTI implementation through the Solution Tree organization. Continuing adoptions of Common Core aligned materials in core subjects have required many days of training in these newly adopted resources. In October of 2016, a small team from Avery accompanied other school teams from Calaveras County to attend the ICLE Leadership Academy, which includes ongoing training related to implementation of a rigorous, relevant, and relationship focused program. Our district science instructors (K-8) have been involved in training around the new Next Generation Science Standards, including full-day NGSS professional development on August 31, 2018. Our ELA team has been trained in using the Expository Reading and Writing program, as well as receiving continued trainings in the use of their adopted ELA curriculum. A team of four teachers and one administrator attended the Computer Using Educators (CUE) conference in March, 2017, in order to continue to advance the best use of instructional technology and technology education; the school/district will attempt to send a tech leadership team to attend this conference each school year in an effort to stay at the forefront of educational technology usage. Our staff recently received training in the areas of trauma-informed practices, human trafficking, active shooters (ALICE), and diabetes care. In the 2020-2021 school year, a new initiative being implemented is the use of "Restorative Practices" and finding "Alternatives to Suspension" for disciplinary situations in which home-suspension is not mandated by the CA Education Code. Avery Middle School, as part of the Vallecito Union School District, provides staff with three full-day professional development days as part of the contractual work year. In addition to these days, there are four minimum days that are set aside for 2-hour professional development blocks. Each teacher receives on average, 2-3 additional days of subject-specific targeted professional development on release days. Professional development is supported by ongoing discussion, coaching, and data collection. A portion of regular faculty meeting time is aimed at professional development. Personal growth resources such as books and other publications are also provided to staff and discussed in faculty meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Vallecito Union School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Vallecito Union School District
Phone Number	(209) 795-8500
Superintendent	Tom Hoskins
Email Address	thoskins@vsd.k12.ca.us
District Website Address	www.vallecitok12.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Home School Academy

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Home School Academy
Street	196 Pennsylvania Gulch Road
City, State, Zip	Murphys
Phone Number	2097283441
Principal	Louise Simson
Email Address	lsimson@vsd.k12.ca.us
School Website	
County-District-School (CDS) Code	0561580 6115000

2021-22 District Contact Information

District Name	Vallecito Union School District
Phone Number	209-795-8500
Superintendent	James Frost
Email Address	jfrost@vsd.k12.ca.us
District Website Address	www.vallecitok12.com

2021-22 School Overview

Home School Academy provides a unique hybrid learning experience for students in grades K-8 that may require an alternative to the traditional school setting. A teacher meets with the student and parent individually each week. Students are also able to participate in the standard school experience with music, computer lab, art, p.e., field trips, and other activities to provide social enrichment and peer modeling.

Home School Academy is officed at Albert Michelson Elementary School, which is a TK-5 elementary campus located in the California Gold Rush town of Murphys, California. The school features a rigorous academic program with robust opportunities to explore interactive curriculum in language arts, math, science, technology, art, and music and teachers collaborate with the Home School teacher to welcome the home school students into their classroom for designated activities. Albert Michelson Elementary is unique in demographic characteristics bridging learning opportunities for students from a range of life experiences and backgrounds including English Language Learners and an included Special Education population. Home school students can additionally participate in direct intervention opportunities such as Barton Reading instruction provided on the Michelson site.

Grades K-4 have embraced the English Language Arts curriculum, "Center for Collaborative Classroom", with an emphasis on rigor, integration of cross-curricular subjects including social emotional learning, literacy, and writing. "Journeys" Language Arts program, rich in rigor with flexible literacy instruction with digital tools to reach all learners. Go Math is the instructional program for mathematics, and science and social science pilots are currently underway. Curriculum for 6-8th grade is aligned with the Avery Middle School adoptions.

Students in Home School Academy are also eligible for the general education three-week Power School to promote summer learning and prevent summer regression for students that were slightly below grade level.

In November 2018, the community passed Measure E, an \$11 million dollar general obligation bond to fund additional infrastructure improvements. Construction plans and DSA approval are currently underway with construction anticipated to commence in early 2020.

Vision:

2021-22 School Overview

At Home School Academy, we maintain the expectation that all learners will achieve essential standards, and become responsible, respectful, life-long learners.

Mission:

The Home School Academy is a community of learners that expects all learners to become proficient in Common Core State Standards (CCSS), actively engaged in learning by utilizing 21st century learning skills, and to be able to apply this knowledge to new situations through highly effective instruction and learning opportunities.

Learners at the Home School Academy have the responsibility to master core curriculum and to perform at high levels. All learners will demonstrate proficiency in essential standards through the use of frequent multiple measures of assessments including Star Reading and Math Assessment, summative curriculum based measures, and the Smarter Balanced Assessment (SBAC).

The Home School Academy is a school that continually monitors data to inform instruction to improve student outcomes through a collaborative teaching process. Our learners are enthusiastic and participate in a wide-variety of learning activities. Learners will be offered extension activities and support designed to meet individual learners' needs and to help all students fulfill their potential.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5 - Center for the Collaborative Class – Being A Reader; 6-8th - Houghton Mifflin Harcourt - Journeys	Yes	0%
Mathematics	Go Math	Yes	0%
Science	TK-5th – Foss; 6 – 8th – TCI (Teachers Curriculum Institute)	Yes	0%
History-Social Science	TK-5th – Social Studies Weekly; 6 – 8th - TCI (Teachers Curriculum Institute)	Yes	0%

School Facility Conditions and Planned Improvements

Our Home School Academy is housed at the Albert Michelson Elementary which was built in 1973. A full time day custodian and a full-time evening custodian keep the school clean and in good repair. An \$11 million General Obligation Bond, Measure E, was passed by the voters in November 2018 and construction commenced in Spring 2020. Replacements included a new roof system and HVAC systems, removal of diesel boilers, repair of dry rot and termite damaged, renovation of the multi-purpose rooms, and extensive parking lot, path of travel, and restroom upgrades to meet ADA compliance. A work order repair form is used to request non-emergency repairs. In response to COVID-19 a variety of changes were made to the campus including installation of hand-sanitizer dispensers, temporary markings for one way corridors, removal of excess materials and furniture from classrooms, mandates for distancing, and changes to staff room protocols and equipment.

Year and month of the most recent FIT report

November 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents meet weekly with the Home School Teacher. Parents and students are also welcome to attend in all Michelson Parent Club (base school) meetings, functions, and activities. Parents also receive a weekly email blast of news and information, monthly newsletters, and regular updates on activities and progress.

Parents volunteer in a variety of capacities including assisting in classrooms, special events, driving and chaperoning for field trips and sports teams, assisting in Art in Action lessons, and reading with students. The Michelson Parents Club routinely asks for volunteers to assist them with the numerous special events and activities on site throughout the year.

Parents are encouraged to email, call or leave a message for a staff member in the office. Teachers are expected to respond to parent requests within 24 hours or sooner during work days. If translation is needed, the ELD coordinator or the bilingual aide, will translate as needed. Many teachers also use texting apps to group message or individually message their parents. The principal is also ready to respond and the school community has her cell number.

Information distribution is essential to generating involvement and family engagement. Each week (and more often as needed) an email blast is sent to all staff and parents to let them know of upcoming events and important information. The school also has a regularly updated website with teacher pages and a monthly, "Michelson Message" newsletter. All of the parent community information is translated into Spanish. In an emergency, the information system, Parent Square, also has a phone call option to notify parents and stakeholders. The District also has "robo" calls for important reminders such as minimum day dismissal or emergency information such as snow day closures. An electronic sign on Highway 4 also displays important updates.

In 2018, the school shifted to an new information management system, Aeries. As part of the shift, the program includes access to the grade book portal for grades four and five in order for parents to be able to have real-time information about their students assignment completion and grades. Teachers have individually designed web pages with a subscription option to notify parents of assignments and events relevant to the class.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

The safety of students and staff is the primary concern of the Vallecito Union School District. The site is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Staff has participated in a multi-disciplinary public agency "ALICE" active shooter training safety briefings and a certified Crisis Prevention Intervention trainer is on site. Site Safety procedures are reviewed annually and are updated as needed. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are also held and protocols are revised based on current best practices following national incidents. Protocols to ensure safe drop-off and pick up of students are enforced daily. Students are supervised before school for a 20 minute period prior to the start of the school day. Pick up procedures and bus loading procedures are enforced. All visitors must check in and out of the office and wear a visitors tag. Walkie Talkie radios are worn by key staff members to aide communication. In order to secure classroom doors, "active shooter" door bollo pins were installed on each door to secure the door from an intruder in the event of an emergency. Additional housekeeping changes were made throughout the school site in order to comply with a District-Wide inspection resulting in significant changes to classroom appearance in the areas of electrical, furniture attachment, classroom storage and use of decorative paper within the classroom settings.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2020-21 Types of Services Funded

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2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

On-going Professional Development and designated collaboration is a hallmark of Vallecito Union School District. Home School Academy, as part of the Vallecito Union School District, provides staff with three full-day professional development days as part of the contractual work year in addition to seven minimum days that are set aside for 2-hour professional development blocks. Training on the minimum days have included report card assessment collaboration in relation to the new standards based report cards, Mandated Safety Training's, ALICE Safety training, Crisis Prevention Intervention (CPI) training, an introduction into Mindfulness, the required Anti-Human Trafficking introduction seminar, and additional professional development related to special education.

Within the past two years, additional district-wide training's have focused on a range of topics including seminars on Sipps, CPI, Behavior Supports, Prompting and Fading Supports, behavior management and supporting students in general education, IEP document preparation, ELPAC supports in the IEP, Zoophonics, Woodcock Johnson Testing protocols, and instructional strategies for supporting learners. Professional development is supported by ongoing discussion, coaching, evaluation and data collection. Personal growth resources such as books and other publications are also provided to staff and are discussed in faculty meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3		

Vallecito Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Vallecito Union School District
Phone Number	209-795-8500
Superintendent	James Frost
Email Address	jfrost@vsd.k12.ca.us
District Website Address	www.vallecitok12.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

RESOLUTION REGARDING VACANCY

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

Resolution No. 21-22-10

)	
)	
<u>Resolution Appointing a Board Member</u>)	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 Tom Eising resigned, resulting in a vacancy on the Board as of January 1, 2022.

IT IS THEREFORE RESOLVED that the Board shall take all necessary steps to make a provisional appointment to fill Mr. Eising's position on the Board within the sixty (60) days from January 1, 2022, as required by Education Code section 5091;

BE IT FURTHER RESOLVED that applicants will be required to fill out and return by 3:00pm on February 7, 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 on the 19th day of January, 2022 by the following vote:

AYES:

NOES:

ABSENT:

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 January 19, 2022.

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

NOTICE OF SCHOOL BOARD VACANCY

Notice of Vacancy on the Governing Board

Notice is hereby given that there is currently one vacancy on the Governing Board for Vallecito Union School District.

The Governing Board intends to conduct interviews and fill the vacancy by appointment at a board meeting within the 60-day timeline as specified in Board Bylaw 9223. Once a time, date and location of the board meeting is determined, it will be posted on the website under Upcoming Events.

If you are interested in the position, you must be 18 years of age, a registered voter in Calaveras County and reside within the District.

Any person interested in being appointed to fill the Board vacancy must complete and return the Candidate Information Packet by February 7, 2022.



**LETTER TO POTENTIAL CANDIDATES
VUSD Board Vacancy**

Date _____

Dear _____:

You have expressed interest as a possible candidate to fill the vacancy on the Governing Board of the Vallecito Union School District, created by the vacancy of Tom Eising from the Board. If you would like to be considered as one who would be interested and willing to serve, we would appreciate your completing the enclosed information sheet. We are asking each candidate to do this in order to make our selection as carefully and objectively as possible.

Regular board meetings are held the third Wednesdays of each month, with occasional special meetings called. Some personal time is **required** individually for study and growth, such as attending District, state, and/or national meetings. If you have any questions about what being a member of the Board might require of you in terms of additional time and responsibility, please contact me or any Board member.

Please return the enclosed form to **Cheryl Boyd at the District Office by February 7, 2022**. **When all forms are submitted, the District will then review them.** Individual interviews will take place following this process before a final selection is made.

Thank you very much for your interest.

Sincerely,

Thomas Hoskins
Superintendent

CANDIDATE INFORMATION SHEET
Vallecito Union School District

*Please fill out and return this Candidate Information Sheet (2 pages), along with a brief letter of introduction by **February 7, 2022** to **Cheryl Boyd**, or leave at the Superintendent's office.*

Date: _____

(Last Name) (First Name) (Initial)

Business Address: _____ Phone: _____

Home Address: _____ Phone: _____

E-mail: _____

Occupation and Employer: _____

No. of Years Residing in District: _____

Do you have children in the District's schools? Yes _____ No _____

If yes, what schools? _____

1. Do you have prior experience serving on a governing board, specifically a school district board? Please list such prior experience.

2. Have you worked on any school committees or participated in any school activities recently? Please list them.

3. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was volunteer or employment related.

4. Why do you want to be a member of the Vallecito Union School District Governing Board ("Board")?

Candidate Information Sheet – Board Vacancy
Page Two

5. What do you see as the basic purpose of the public schools?

6. What is the role of the Board in the fulfillment of that purpose?

7. How does the Board's role differ from that of the Superintendent?

8. What should be the relationship between the Board members and the administration in the handling of school concerns?

9. What do you see as the strengths of the Vallecito Union School District?

10. What do you see as the area(s) most needing improvement in the Vallecito Union School District?



RESOLUTION #21-22-11

RESOLUTION REGARDING REDUCING FUEL HAZARDS AT AVERY MIDDLE
SCHOOL – HUNTER RESERVOIR SITE

January 19, 2022

RESOLUTION to reduce Fuel Hazards at the Avery Middle School (AMS) Hunter Reservoir Site.

WHEREAS, the Board of Directors has determined it to be in the best interest of the District to improve fire safety and forest health for AMS facilities on-site and the Wildland Urban Interface of the Hathaway Pines-Avery communities:

RESOLVED, that the District will accept the work on its property for the fuel's reduction project with the following parameters:

Project Title: Hunter Reservoir Fuels Reduction

Lead Agency/Grantee: Utica Water & Power Authority

Administrator: Calaveras Amador Forestry Team (CalAmTeam)

The project will address the incidence of extensive tree mortality which occurred in the stand by the effects of the 2011-2016 drought and resultant outbreak of the Western Pine Beetle.

The undersigned hereby certifies that he is the duly elected and qualified President of the Vallecito Union School District Governing Board and that the foregoing is a true record of a resolution duly adopted at a meeting of the Governing Board and that said meeting was held in accordance with state law and the Bylaws of the above name District on January 19, 2022, and that said resolution is now in full force and effect without modification on rescission.

In witness whereof, I have executed my name as President:

Sincerely,

Mark Dyken
VUSD Board President

Hunter Reservoir Fuels Reduction Project Parcels

Legend:

- Hydrant
- Water Main
- Building
- Project Parcels
- Project Area
- CSO Protection Zone
- Hydrology**
 - Class II Watercourse
 - Class III Watercourse
 - Class IV Watercourse
 - Swale
- Parcels**
 - 50' Buf fm Edge
 - Mill Crk 20' WLPZ
 - Class II 10' WLPZ
 - UTICA Ditch 15' WLPZ
 - Private
 - CCWD
 - Davies
 - ISPI
 - UWPA
 - USFS
 - Vallecito School

Map Labels: Hunter Res, Hunter Canyon Rd, Davies Rd, Tranquility Rd, USFS WORK CENTER, HUNTER CANYON VIEW, UTICA CR.

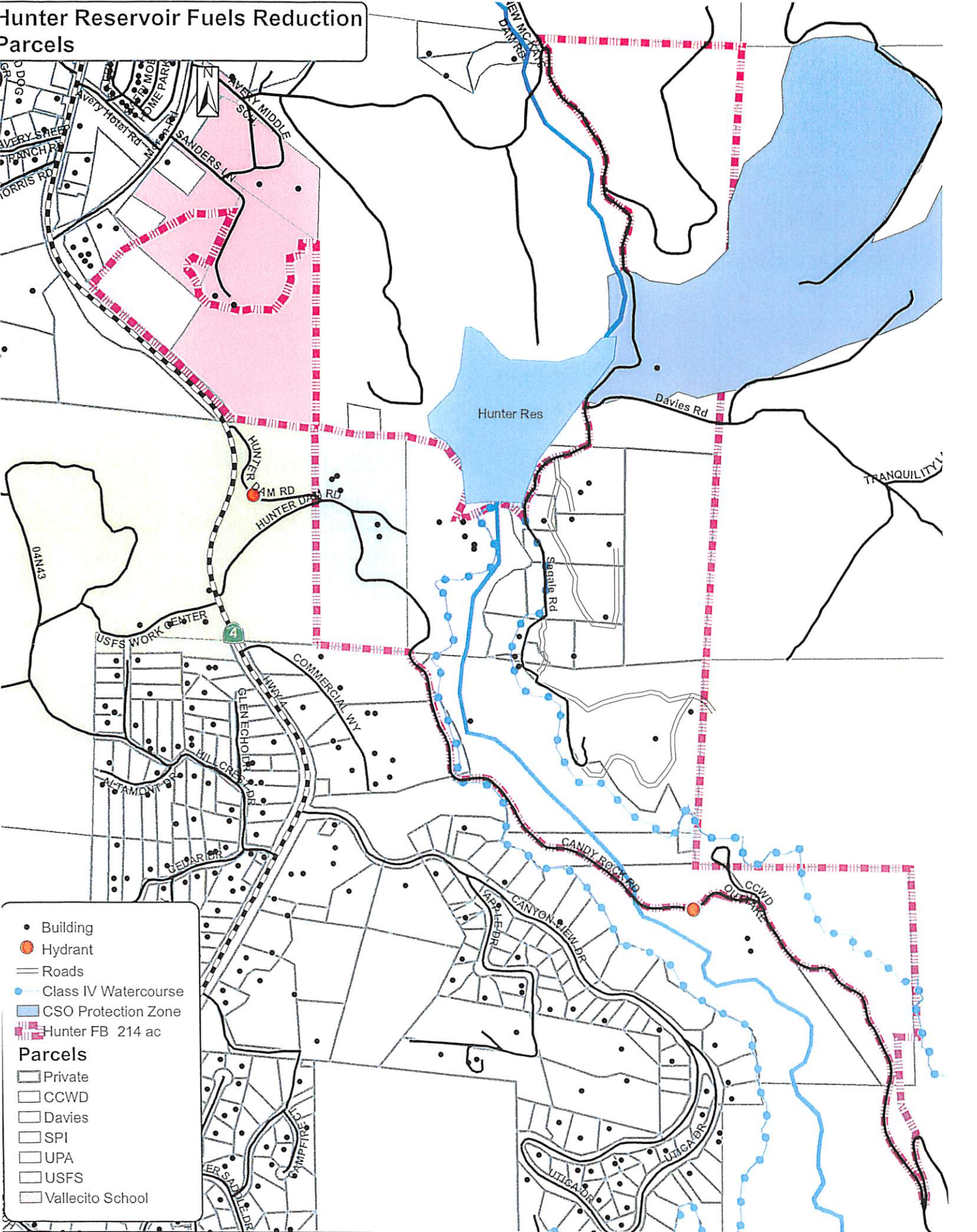
Parcel Numbers: 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27.

USGS National Map 3D Elevation Program (3DEP)

1:9,000

Map by CalAm 11-Dec-21

Hunter Reservoir Fuels Reduction
Parcels





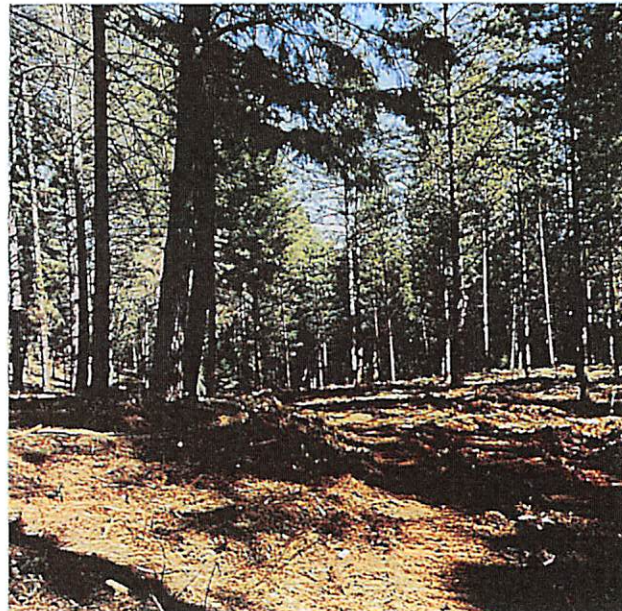
Before mastication #1



After mastication #1



Before mastication #2



After mastication #2

Checks Dated 12/08/2021 through 01/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
05067409	12/08/2021	KIMBERLEE A GRIFFITHS	01-5800	BARTON FOR STEVEN SCHULTZ REIMBURSEMENT		420.00
05067410	12/08/2021	KRISTEN KARDAS	01-5210	MILEAGE REIMBURSEMENT FOR BRAYDEN KARDAS		249.98
05067411	12/08/2021	ACSA's Foundation For Ed. Ad.	01-5800	ACSA Member Renewal Services		1,000.00
05067412	12/08/2021	AMAZON CAPITAL SERVICES, INC	01-4300	21-22 COVID MASK ORDER	1,158.24	
				AMS SP ED CLASSROOM SUPPLY ORDER	117.55	
				CLASSROOM SUPPLY ORDER	103.92	
				DISTRICT MEETING SUPPLY ORDER	44.49	
				HFE SP ED CLASSROOM ORDER	64.34	
				WALKER CLASSROOM SUPPLY ORDER	55.68	1,544.22
05067413	12/08/2021	AT&T	01-5930	Telephone Service		377.46
05067414	12/08/2021	California School Boards Assn CSB6744	01-4300	GAMUT MEETINGS (7/1/21 TO 6/30/22)		750.00
05067415	12/08/2021	Columbia Communications, Inc	01-5960	Bus Radio Services		350.00
05067416	12/08/2021	Document Tracking Services	01-4300	License Agreement for District 1/15/22 to 1/15/23		795.00
05067417	12/08/2021	Ebbetts Pass Lumber Co, Inc	01-4300	Misc. Maintenance Supplies		301.88
05067418	12/08/2021	Interstate Truck Center	01-5800	BUS #9 REPAIR ORDER		5,692.76
05067419	12/08/2021	Modesto Janitorial	01-4300	Janitorial Supplies		1,150.73
05067420	12/08/2021	Murphys Sanitary District	01-5530	AME Monthly Sewer Fees		296.00
05067421	12/08/2021	Office Depot	01-4300	AME RTI / SIPPS SUPPLY ORDER	19.78	
				CLASSROOM SUPPLY ORDER	201.88	
				CYBR SCHOOL OFFICE SUPPLY ORDER	106.37	
				LANE / CLASSROOM SUPPLY ORDER	144.77	472.80
05067422	12/08/2021	PG&E CFM/PPC Department	01-5500	Utility Service		7.43
05067423	12/08/2021	School Specialty LLC	01-4300	ADDITIONAL 5TH GRADE SCIENCE CURRICULUM		572.40
05067424	12/08/2021	Sysco Foods	01-4700	Food & Paper Goods		20,719.28
05067425	12/08/2021	TRANE U.S. INC.	01-5800	SERVICE CALL FOR HFE GYM UNIT		1,953.00
05067426	12/08/2021	Tuolumne JPA	01-5400	Property & Liability 2021/2022	45,684.00	
			01-9552	Worker's Compensation 2021-2022	7,816.00	53,500.00
05067588	12/15/2021	AMAZON CAPITAL SERVICES, INC	01-4300	HFE SP ED ORDER	573.66	
				PSYC RESOURCE MATERIALS	481.50	
				RYAN CLASSROOM SUPPLY ORDER	52.15	1,107.31
05067589	12/15/2021	Arnold Auto	01-4340	Vehicle Maintenance & Supplies		128.57
05067590	12/15/2021	Arnold Tire & Auto Care	01-5600	Vehicle Maintenance		64.50
05067591	12/15/2021	Bank Of America	01-4300	MEETING, CLASSRM SUPPLIES, CONF., TECH. & MAINT.	4,334.24	

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

Page 1 of 4

Checks Dated 12/08/2021 through 01/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
05067591	12/15/2021	Bank Of America	01-5200	MEETING, CLASSRM SUPPLIES, CONF., TECH. & MAINT.	96.01	
			01-5800	MEETING, CLASSRM SUPPLIES, CONF., TECH. & MAINT.	1,359.68	5,789.93
05067592	12/15/2021	Big Trees Market	01-4300	District Office Supplies		121.25
05067593	12/15/2021	CAL-WASTE RECOVERY SYSTEMS,LLC	01-5535	Trash & Recycling		3,422.58
05067594	12/15/2021	Calaveras Lumber, Inc	01-4300	Misc. Maintenance Supplies		70.99
05067595	12/15/2021	Calaveras Public Power Agency	01-5510	Electricity Service		5,990.01
05067596	12/15/2021	HAMMER DOWN REPAIR	01-5800	R/R ENGINE IN 2001 FORD		1,800.00
05067597	12/15/2021	Interstate Truck Center	01-4300	Misc Transportation Supplies		165.79
05067598	12/15/2021	McPherson & Jacobson, L.L.C.	01-5800	FINAL PROFESSIONAL SERVICES		167.76
05067599	12/15/2021	Mother Lode ACSA c/o Joe Horacek	01-5300	21-22 Membership Dues		180.00
05067600	12/15/2021	Office Depot	01-4300	CYBR SCHOOL OFFICE SUPPLY ORDER		8.41
05067601	12/15/2021	Red Store (the)	01-4300	Misc. Maintenance Supplies		28.55
05067602	12/15/2021	Robin Gavoor, LCSW	01-5800	SPECIAL CONTRACT SERVICES		187.50
05067603	12/15/2021	School Health Corp	01-4300	HFE SCHOOL NURSE SUPPLY ORDER		970.88
05067604	12/15/2021	Toshiba Financial Services	01-5600	Copy Machines Lease		2,594.39
05067605	12/15/2021	Union Public Utility District	01-5540	AME Water Service		149.85
05067777	12/21/2021	AMAZON CAPITAL SERVICES, INC	01-4300	AMS TECH INK FOR POSTER PRINTER	212.33	
				HFE MAINT. SUPPLY ORDER	109.44	
				HFE NURSE SUPPLIES	97.60	
				HFE OFFICE SUPPLY ORDER	46.88	
				HFE WNTCRK SUPPLY ORDER	107.24	573.49
05067778	12/21/2021	Calaveras County Office Of Ed	01-4300	ADULT MASKS	737.10	
			01-5855	21/22 FINGERPRINTING	350.00	1,087.10
05067779	12/21/2021	California's Valued Trust	01-3402	HEALTH BENEFITS	4,405.90	
			01-3701	HEALTH BENEFITS	357.23	
			01-9553	HEALTH BENEFITS	71,968.51	76,731.64
05067780	12/21/2021	Ebbetts Pass Gas Service	01-4321	Gas & Propane Service	1,385.03	
			01-4322	Gas & Propane Service	2,295.93	
			01-5515	Gas & Propane Service	3,940.59	7,621.55
05067781	12/21/2021	Employment Devel Dept	01-9551	QTR 4 YR 2021		7,545.09
05067782	12/21/2021	HockettsTri-CountyPestControl	01-5525	PEST CONTROL SERVICE		900.00
05067783	12/21/2021	Mark Twain Union School Dist.	01-5800	21/22 Bus Transportation Services		4,250.00
05067784	12/21/2021	Power Business Technology, LLC	01-5600	COPY MACHINE LEASE		95.45
05067785	12/21/2021	Speech Therapy Services	01-5800	Speech Therapy Services		10,495.00
05067786	12/21/2021	Tuolumne JPA	01-5800	PRE-EMPLOYMENT PHYSICALS		204.00
05067787	12/21/2021	U.S. Bank St. Paul	51-7434	21/22 BOND FEES		49,100.00

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

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Checks Dated 12/08/2021 through 01/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
05067887	01/06/2022	KIMBERLEE A. GRIFFITHS	01-5800	BARTON FOR STEVEN SCHULTZ REIMBURSEMENT		270.00
05067888	01/06/2022	KRISTEN KARDAS	01-5210	MILEAGE REIMBURSEMENT FOR BRAYDEN KARDAS		152.77
05067889	01/06/2022	PRIME AUTO GLASS	01-5800	REPLACE WINDSHIELD 2011 SUBARU		414.94
05067890	01/06/2022	KIT LASEE FENCING DBA: ALDERSON FENCING	01-5800	Chain Link Fence for AME		5,500.00
05067891	01/06/2022	AMAZON CAPITAL SERVICES, INC	01-4300	HFE PRINCIPAL SUPPLY ORDER	32.16	
				HFE WINTERCREEK 2021 LIBRARY ORDER	894.08	
				TECHNOLOGY SUPPLY ORDER	3,490.45	4,416.69
05067892	01/06/2022	Arnold Tire & Auto Care	01-5600	Vehicle Maintenance		485.76
05067893	01/06/2022	AT&T	01-5930	Telephone Service		2,503.61
05067894	01/06/2022	AT&T	01-5930	Telephone Service		738.35
05067895	01/06/2022	Bret Harte Union High School	01-5800	21/22 BUS SERVICES		80,254.96
05067896	01/06/2022	Bureau of Education & Research	01-5200	SEMINAR: 02/10/22 FOR E. KEY		279.00
05067897	01/06/2022	Calaveras Co. Water District	01-5540	Sewer/Water Service		5,464.32
05067898	01/06/2022	Calaveras Lumber, Inc	01-4300	Misc. Maintenance Supplies		1,164.20
05067899	01/06/2022	Cisco Fire Sprinklers, inc.	01-5800	ANNUAL FIRE SPRINKLER INSP.		1,050.00
05067900	01/06/2022	Commercial Appliance Service	13-5800	AMS & AME KITCHEN OVEN REPAIRS		1,144.29
05067901	01/06/2022	Creative Bus Sales, Inc	01-4300	Transportation Supplies		46.55
05067902	01/06/2022	Ebbetts Pass Lumber Co, Inc	01-4300	Misc. Maintenance Supplies		262.11
05067903	01/06/2022	HANKIN SPECIALTY ELEVATORS INC	14-5800	AME Maintenance Repairs/Inspection		400.00
05067904	01/06/2022	Gale Longson Longson Paper Shredding	01-5800	Document Shredding Service		440.00
05067905	01/06/2022	LOZANO SMITH, LLP	01-5820	Legal Services		14,162.80
05067906	01/06/2022	Murphys Sanitary District	01-5530	AME Monthly Sewer Fees		296.00
05067907	01/06/2022	Office Depot	01-4300	AME OFFICE SUPPLY ORDER	9.46	
				CLASSROOM SUPPLY ORDER	12.75	
				HFE CLASSROOM SUPPLY ORDER	1.82	24.03
05067908	01/06/2022	PG&E CFM/PPC Department	01-5500	Utility Service		13.59
05067909	01/06/2022	Pitney Bowes Global Financial	01-5910	Meter Lease		184.76
05067910	01/06/2022	Power Business Technology, LLC	01-5600	COPY MACHINE LEASE		2,831.74
05067911	01/06/2022	Robin Gavor, LCSW	01-5800	SPECIAL CONTRACT SERVICES		250.00
05067912	01/06/2022	School Specialty LLC	01-4300	HFE SP ED SUPPLY ORDER		530.37
05067913	01/06/2022	Signal Service, Inc.	25-5800	Alarm Service		4,481.16
05067914	01/06/2022	Tuolumne JPA	01-9552	Worker's Compensation 2021-2022		7,816.00
VCH-00000087	12/08/2021	Boyd, Cheryl	01-4300	MEETING SUPPLY REIMBURSEMENT		56.97
VCH-00000088	12/15/2021	Hessels, Amy E	01-4300	THEATER SCRIPTS & DRAMA RECPT REIMB.		371.00

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ESCAPE ONLINE

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Checks Dated 12/08/2021 through 01/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
VCH-00000089	12/21/2021	Haines, Carrie E	01-5200	CONF. MILEAGE REIMBURSEMENT		73.75
VCH-00000090	12/21/2021	Perry, Joan L	01-4300	SENSORY ROOM SET UP		234.34
				REIMBURSEMENT		
VCH-00000091	01/06/2022	Loring, Brett W	01-5210	MILEAGE REIMBURSEMENT		78.40
Total Number of Checks					80	<u>408,096.99</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	76	352,971.54
13	CAFETERIA FUND	1	1,144.29
14	DEFERRED MAINTENANCE F	1	400.00
25	CAPITAL FACILITIES FUND	1	4,481.16
51	BOND INTEREST & REDEMP	1	49,100.00
Total Number of Checks		80	408,096.99
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			<u>408,096.99</u>

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

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VALLECITO UNION SCHOOL DISTRICT
MINUTES OF THE REGULAR AGENDA
Monday, December 13, 2021

REGULAR MEETING CALLED TO ORDER – President Dyken opened the public meeting at 4:05 p.m.

ESTABLISHMENT OF QUORUM

Mark Dyken – President
Tom Eising – Clerk
Susan Singleton
Tom Pratt
Sarah Wilson

APPROVAL OF AGENDA

Motion: Eising **Second:** Pratt **Vote:** 5-0

ADMINISTRATION PRESENT: Tom Hoskins, Superintendent

STAFF PRESENT: Gretchen McReynolds, Cheryl Boyd

PUBLIC COMMENT ON ANY ITEM ON THE CLOSED SESSION AGENDA – No Comments

CLOSED SESSION – President Dyken convened to closed session at 4:06 p.m.

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

OPEN SESSION – President Dyken re-convened the public session at 5:39 p.m. and reported the following action was taken in closed session:

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

- Cook Site Manager, effective 12/31/21
- Manager of Maintenance and Operations, effective 12/31/21
- Technology Specialist, effective 12/13/21
- Special Education Coordinator, effective 1/12/22

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

STAFF PRESENT: Colette Scales, Deb Tageson, Jenine Frost, Jessica Bertolino, Linda Woolworth, Stephanie Nelson, Michelle Wright, Michelle Lane, Ali Heermance, Rebecca Williams, Kristin Walker

OTHERS PRESENT: There was a large group of parents / community members in attendance.

THE ANNUAL ORGANIZATIONAL MEETING ELECTION OF OFFICERS

Education Code Section 35143, the Governing Board held the annual organizational meeting. AB2449, Ch. 146, requires that the annual organizational meeting be held on or after the second Friday in December. The Board acted on the following items:

MINUTES OF THE REGULAR MEETING
VUSD GOVERNING BOARD
DECEMBER 13, 2021

1. Superintendent Hoskins took the gavel and asked for a nomination and second for the Board President position.
Nomination: Member Pratt nominated Mark Dyken **Second:** Wilson **Vote:** 5-0

President Dyken will conduct the remainder of the organizational meeting and assume all other responsibilities of the office for the year.

2. President Dyken asked for a nomination and second for the Board Clerk.
Nomination: Member Wilson nominated Tom Eising **Second:** Pratt **Vote:** 5-0
3. Appointed the Secretary to the Board, Tom Hoskins, *Superintendent*
Motion: Wilson **Second:** Pratt **Vote:** 5-0
4. Authorized signatures for Board related matters: Tom Hoskins -*Superintendent*, Gretchen McReynolds-*Business Manager*
Motion: Eising **Second:** Singleton **Vote:** 5-0
5. Developed a schedule of regular meetings for the year
Motion: Singleton **Second:** Eising **Vote:** 5-0
6. Developed a Board Attention Calendar for the year
Motion: Wilson **Second:** Pratt **Vote:** 5-0
7. Designated Board Committee Representatives for 2022-23
Motion: Singleton **Second:** Eising **Vote:** 5-0
8. Reviewed and approved the Governance Handbook
Motion: Wilson **Second:** Eising **Vote:** 5-0

STUDENT RECOGNITIONS

Principals recognized students who recently attended the Dinner with a Scientist which gives 4th – 12th grade students from Calaveras and Amador County Schools a unique opportunity to enjoy dinner and an evening with local scientists in a professional environment.

PUBLIC COMMENT – No comments

COMMUNICATIONS, REPORTS AND PRESENTATIONS

VTA Representative – Ali Heermance reported that the VTA Lead Negotiator -Laura Oliver has submitted our Sunshine Letter for 2021, the VTA bargaining committee is looking forward to negotiations this winter.

As we wrap up this part of the year, we, VTA, continue to be grateful that admin and the board seek out our thoughts and build in routines that allow us to work together to solve issues.

Board Members – **Wilson** – attended the laser-light show in White Pines, Murphys Open House, Angels Camp drive through light show; **Singleton** – COVID Coalition meeting, Resolution for proposed vaccine mandate, met with Tom Eising and Tom Hoskins for agenda review; **Pratt** – Special Board Meeting, community holiday events; **Eising** – Recognized Principals for all of the fun site activities, site custodian teams have been working hard, HFE Site Council, met with Susan Singleton and Tom Hoskins for agenda review, Boys’ basketball, C & I, welcome back Miss Deb Rocco at Michelson; **Dyken** – Expressed gratitude for the staff in keeping our schools open and running under such difficult circumstances.

Management – Brett Loring presented a report on English Learner students, an adult English class is beginning for parents using English as a 2nd language, launching online Literacy classes, Jan 19th AME will present the program for ELAC and Literacy Training

Superintendent – We had the opportunity to recognize some of the students that participated in our Dinner with a Scientist Night that took place a few weeks back. Between our board meetings we have a lot of events and activities that are positive experiences for students. Boys basketball practices are underway now and the first games are scheduled for Dec. 14th. Avery Middle School held an academic assembly last week and honored over 100 students that attained a 3.0 GPA or better after the first report card period.

This point in the year is typically the time, elementary schools would be preparing for Winter performances. Due to current restrictions, schools are adjusting and responding. Hazel Fischer Elementary is videoing their winter performance to share with families virtually. Albert Michelson Elementary is shifting to a spring performance to celebrate the change of season when performance can be held outside and attended by families. We are not back to our normal traditions and practices; however, our amazing staff have been creative and hard working in making adjustments that still provide students memorable experiences.

This leads me to the main point I would like to convey this evening, which is “we are a people centered, service focused organization that is dependent upon our hard-working staff to maintain facilities, make connections with student, build relationships and have positive influences on learning. Over 80% of our budget goes towards employees’ salaries, health benefits and retirement costs. Bottom line – the employees of VUSD are critical to daily operations, from transporting students to and from school, and serving hot meals, to teaching new skills in the classroom and taking messages at the front office.

As I have checked in with staff throughout our District, I want to acknowledge that many staff are tired, depleted and in some cases running on empty. The pandemic has taken its toll on many over the past year and a half. The heightened strain, emotion and workload that educators have experienced is exposing those tapped out energy reserves. This is not a phenomenon exclusive to education. Many businesses in our community are having difficulty finding and retaining staff.

We still have an evening custodian, paraprofessional aides, food server, and now Manager of Maintenance and Operations and RSP teacher positions that are vacant. We continue to seek quality candidates that are interested in a career in which they can make a difference in the lives of kids.

I would like to send a huge shout out to all the staff of VUSD. Our classified, certificated, our administration and district staff. I have seen everyone step up to go above and beyond this year. They do it because they are team players, they are professionals and most importantly they know it makes a positive impact for kids. To everyone at VUSD, I say thank you.

I will end with this fun fact. Vallecito Union became a school district in 1971. This year marks the 50th anniversary. Happy Anniversary to VUSD!

REGULAR AGENDA ITEMS

A. CONSENT AGENDA

A.1 Warrants

A.2 11/17/21 Regular meeting minutes

A.3 Accept the following community donations:

- Amber Stone donated coats & clothing to HF students
- John & Susan Dietrich donated coats & clothing to HF students
- The Pit Stop donated student snow gear to HF
- Bertha Underhill donated \$20 for student clothing to HF
- Ginny and Bill Kafka donated \$100 each to Ms. Pelland and Ms. Rasmussen
- Nancy Paar donated \$100 to the AME Library

A.4 Employment Confirmation forms for new employees

A.5 Document Tracking Services Agreement for the 2022 school year

A.6 Service Agreement for GAMUT Meetings

Motion: Member Pratt appreciated the donations and made a motion to approve the consent items
Second: Wilson
Vote: 5-0

B. GENERAL BUSINESS / FINANCE

B.1 First Interim report – Gretchen McReynolds presented an overall budget report to the Board

The purpose of this report is for the District Board of Education to certify its ability to meet the financial obligations of the District for the remainder of the fiscal year and the subsequent two fiscal years. The Vallecito Union School District will be able to meet its financial obligations for the remainder of this fiscal year and in the coming two years, therefore a positive certification is being recommended to the Board. To follow is the status of the current year budget and an outline of the major assumptions on which the projections for the subsequent two fiscal years were made.

Motion: Eising
Second: Singleton
Vote: 5-0

B.2 Resolution # 21-22-09 – Accounting of Development Fees - Fund 25

This resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b). First viewing occurred at a board meeting on November 17, 2021.

Motion: Wilson
Second: Eising
Vote: 5-0

B.3 Resolution # 21-22-08 – Regarding Proposed Vaccination Mandate

There were many parents / community members in attendance and those who addressed the Board were: Jodi Sledge, Amanda Monaco, Jeff Pease, Joanna Bales, Ralph Emerson, Lorena Newsom, Terry McBride, Savannah Dillon, Rob Hecoeks, Eric Bottomley, staff member Rebecca Williams, Pam Bowman

Motion: Singleton
Second: With no second the motion died

B.4 Educator Effectiveness Block Grant

Through the California Department of Education, Educator Effectiveness funds are available to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. First viewing occurred at a board meeting on November 17, 2021.

Motion: Wilson
Second: Eising
Vote: 5-0

C. PERSONNEL

C.1 Board's consideration to approve the Tentative agreement between California School Employees Association (CSEA) - Chapter 748 and VUSD for Testing and Vaccination COVID-19 impacts and effects for 2021-22

Motion: Eising
Second: Pratt
Vote: 5-0

C.2 Board's consideration to accept Vallecito District negotiation opening letters for the 2022-23 school year – This begins the Sunshine period

Vallecito Teachers' Association

California Schools Educators' Association – CSEA – Chapter 748

Motion: Singleton
Second: Eising
Vote: 5-0

C.3 Board's consideration to accept Vallecito Teachers' Association negotiation opening letter for the 2022-23 school year – This begins the Sunshine period.

Motion: Singleton
Second: Pratt
Vote: 5-0

MINUTES OF THE REGULAR MEETING
VUSD GOVERNING BOARD
DECEMBER 13, 2021

C.4 Board's consideration to act on the following Personnel items:

Appointments:

Zak Deplitch as HFE Boys' Basketball coach

Deb Tageson as Lead Cook Site Manager, position # 211, effective Jan 3, 2022

Oleta Retemeyer as Manager of Technology, position # 212, effective Dec 14, 2021

Motion: Eising

Second: Wilson

Vote: 5-0

ITEMS FOR NEXT BOARD MEETING:

January 19, 2022, 5:30 pm at the District Office Conference Room

- ❖ Audit Report
- ❖ Williams Complaint Summary Oct – Dec
- ❖ Personnel
- ❖ SARC Reports
- ❖ Virtual Resolution meeting announcement

ADJOURNMENT – With no further discussion, President Dyken adjourned the regular meeting at 7:51 p.m.

Secretary to the Board

Clerk of the Board

Board approved: 1/19/22

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

Williams Settlement Legislation

QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY

For submission to School District Governing Board and County Office of Education

District Name: Vallecito Union School District

Quarterly Reporting Period: October - December 2021

	# of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
Totals	0	0	0

Submitted by: _____

Title: Superintendent

Exhibit approved: September 21, 2005

Vallecito Union School District
Avery, CA

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Vallecito Union School District		COUNTY CODE: 5	DISTRICT CODE: 61580	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Tom Hoskins			FISCAL YEAR: 2021-22	
ADDRESS: P.O. Box 329			COUNTY NAME: Calaveras	
CITY: Avery		STATE: CA	ZIP CODE: 95224	
CONTACT NAME: Gretchen McReynolds	TITLE: Chief Business Official	PHONE: 209-795-8502	E-MAIL: gmcreynolds@vsd.k12.ca.us	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input checked="" type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input checked="" type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

<input checked="" type="checkbox"/> SCHOOL CLOSURE: When one or more schools were closed because of conditions described in <i>EC</i> Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per <i>EC</i> Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to <i>EC</i> Section 46200, et seq. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of <i>EC</i> Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in <i>EC</i> Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to <i>EC</i> Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>

SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Supplemental Page(s) Attached

All 3 schools were shut down due to a powerful winter storm with subdivision closures, highway closure, power outages, downed trees, downed utility lines.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/i13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Hazel Fischer Elementary	6003396	Traditional	180	5	0	December 14, 2021	1	1
Albert Michelson Elementary	6003412	Traditional	180	5	0	December 14, 2021	1	1
Avery Middle School	6111884	Traditional	180	5	0	December 14, 2021	1	1

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Hazel Fischer Elementary	6003396	19/20	10/10/19, 10/11/19, 10/29/19, 10/30/19	PSPS Shut Offs	Yes
		20/21	9/8/20, 9/9/20	PSPS Shut Offs	Yes
		21/22	8/26/21	Wildfire and Road Closures	No
		21/22	10/12/21, 10/21/21	Storm Related Power Outages	Yes

SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)
☐ Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Albert Michelson Elementary	6003412	19/20	10/10/19, 10/11/19, 10/29/19, 10/30/19	PSPS Shut Offs	Yes
		20/21	9/8/20, 9/9/20	PSPS Shut Offs	Yes
		21/22	8/26/21	Wildfire and Road Closures	No

SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)

☐ Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Avery Middle School	6003412	19/20	10/10/19, 10/11/19, 10/29/19, 10/30/19	PSPS Shut Offs	Yes
		20/21	9/8/20, 9/9/20	PSPS Shut Offs	Yes
		21/22	8/26/21	Wildfire and Road Closures	No

**CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM FOR SCHOOL CLOSURE
SECTION B - PART II: SCHOOL INFORMATION**

LEA NAME:

VALLECITO UNION SCHOOL DISTRICT

FISCAL YEAR: **2021/22**

Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Hazel Fischer Elementary	6003396	Traditional	180	5	0	12/14/2021	12/14/2021	1
Albert Michelson Elementary	6003412	Traditional	180	5	0	12/14/2021	12/14/2021	1
Avery Middle School	6111884	Traditional	180	5	0	12/14/2021	12/14/2021	1

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

☒ Not Applicable (Proceed to Section D)

☐ Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/i13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
Total:		0.00			0		0.00

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/i13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
Total:		0.00			0.00		0.00

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☐ Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Vallecito Union School District, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Mark Dyken, President

Tom Eising, Clerk

Tom Pratt, Member

Susan Singleton, Member

Sarah Wilson, Member

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 19th day of January, 2022.

Witness: Cheryl Boyd Title: Admin. Asst. VUSD of Calaveras County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

VALLECITO UNION SCHOOL DISTRICT

2021-2022 Parent Calendar

Board Approved: 11/13/19; Revised 2/17/21

JULY	JULY	JANUARY	JANUARY
5 - 4th of July Holiday	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	School Begin/End
			Staff Work Day
			14 - Min Day, TK-8 Collaboration
			17 - Martin Luther King Holiday
			Minimum Day
			Staff Development Day
AUGUST	AUGUST	FEBRUARY	FEBRUARY
16 & 27 - Staff Development	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	School Holiday
17 - Staff Work Day			14 - Washington's Birthday Holiday
18 - First Day of School			21 - President's Day Holiday
			25 - End of 2nd Trimester, Min Day (60)
9			
SEPTEMBER	SEPTEMBER	MARCH	MARCH
6 - Labor Day Holiday	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	18 - Min Day, TK-8 Collaboration
17 - Min Day, TK-8 Collaboration			
30			
OCTOBER	OCTOBER	APRIL	APRIL
4-8-Min Day-Tchr/Parent Conferences	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	11-18 - Spring Break (17th Easter)
22 - Min Day, K-8 Collaboration			18 - school day if needed
51			
NOVEMBER	NOVEMBER	MAY	MAY
1 - Staff Development	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	18 - Minimum Day
11 - Veteran's Day Holiday			19 - 20 - Frog Jump Holiday
12 - End of 1st Trimester - Min Day (59)			30 - Memorial Day Holiday
24 - Minimum Day			
25 - 26 - Thanksgiving Holiday			
69			
DECEMBER	DECEMBER	JUNE	JUNE
3 - Min Day, TK-8 Collaboration	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	2 - Minimum Day - Avery Graduation
17 - Minimum Day			3 - Min Day - Last Day of School
20 - 31 - Winter Break			6-10 - Makeup Days - if needed
82			

Fwd: Urgent Message

Tom Hoskins <thoskins@vsd.k12.ca.us>

Fri 1/14/2022 11:50 AM

To: Cheryl Boyd <cboyd@vsd.k12.ca.us>

FYI

----- Forwarded message -----

From: **Vallecito Union School District via ParentSquare** <donotreply@parentsquare.com>

Date: Tue, Dec 14, 2021 at 9:04 AM

Subject: Urgent Message

To: <thoskins@vsd.k12.ca.us>

Vallecito Union School District

Update - school status for Tuesday, December 14th. School will be closed for all VUSD sites due to power outages that began at approximately 8:30 am.

We do not have heat, power to the kitchen or circulating air to operate facilities. We apologize for this school closure.

This email was sent from a notification-only address that cannot accept incoming email. Please do not reply to this message. Contact the school directly if you have any questions.

This message is intended for thoskins@vsd.k12.ca.us. If you would like to stop receiving these emails, [click here](#) to unsubscribe.

ParentSquare · 3905 State St, Suite 7502 · Santa Barbara, CA 93105

--

Tom Hoskins
Superintendent



"Life is like a bicycle. To keep your balance you must keep moving."

2021-22 Independent Study Notification for Vallecito Union School District

August 19, 2021

Dear Vallecito Union School District Families,

Vallecito Union School District recognizes that some students cannot return to the classroom due to medical necessity, and they need an Independent Study program that will meet their educational needs.

Specific to special education, Ed Code 51745.5(c), an individual with exceptional needs shall not participate in independent study, unless the pupil's individualized education plan specifically provides for that participation.

Students enrolled in TK - 8th grades will be offered an Inter-District transfer to a neighboring district that is offering an Independent Studies (off-campus) option. Vallecito Union School District currently has an agreement with Calaveras Unified School District to offer an Independent Study Program. Please see the information below on how to pursue this option.

* We are working to secure an additional Inter-District agreement with a neighboring school district and will update this notice as applicable.

Families of VUSD students who would like an Independent Studies (off-campus) option will contact Cheryl Boyd at the District office (209)795-8503.

The following information will be requested in making a referral on your behalf to CUSD's Independent Study Program:

- Parent/Guardian First and Last Name
- Parent/Guardian Contact Information (Phone and email)
- Student(s) First and Last Name
- Student(s) current school
- Student(s) current grade

Families will also be guided to complete an Inter-District transfer application through the district office as part of this process.

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in Independent Study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51.747).

Sincerely,

Tom Hoskins

Superintendent

Certification Form for Independent Study

Section A: Independent Study Plan Certification

Pursuant to *Education Code (EC)* Section 46393, for Form J-13A submissions due to a school closure and/or material decrease in attendance occurring after September 1, 2021, a school district, county office of education, or charter school that provides a Form J-13A affidavit to the Superintendent, pursuant to *EC* Section 41422 (school closure) or *EC* Section 46392 (material decrease), shall certify that it has a plan for which independent study will be offered to students, pursuant to Article 5.5 (commencing with *EC* Section 51745) of Chapter 5 of Part 28 of Division 4. The independent study plan shall comply with all of the following:

- (1) Independent study is offered to any student impacted by any of the conditions listed in *EC* Section 46392 within 10 days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their individualized education programs pursuant to paragraph (9) of subdivision (a) of *EC* Section 56345 and may participate in an independent study program.
- (2) Require reopening for in-person instruction as soon as possible unless prohibited under the direction of the local or state health officer.
- (3) Notwithstanding subdivision (c) of *EC* Section 51745 or subparagraph (F) of paragraph (9) of subdivision (g) of Section 51747, include information regarding establishing independent study master agreements in a reasonable amount of time.

A copy of the independent study plan, and if applicable, the state or local public health or public safety order that required school closure shall accompany the Form J-13A submitted to the California Department of Education.

☒ I hereby certify that the independent study plan accompanying this Form J-13A submission meets the requirements described above and is true and correct to the best of my knowledge and belief.

Section B: Independent Study Offering Certification (For COVID-19 Closures only)

Pursuant to *EC* Section 41422, from September 1, 2021, to June 30, 2022, inclusive, a school district, county office of education, or charter school may receive credit for instructional days and minutes that were scheduled for in-person instruction, as demonstrated by the governing board or body approved calendar in place before the event, on days in which the school district, county office of education, or charter school was prevented from maintaining school due to impacts from COVID-19 provided that instruction was offered to all eligible pupils through independent study pursuant to Article 5.5 (commencing with *EC* Section 51745) of Chapter 5 of Part 28 of Division 4 and implementing regulations adopted thereunder.

☒ I hereby certify that instruction was offered to all eligible pupils through independent study pursuant to Article 5.5 (commencing with *EC* Section 51745) of Chapter 5 of Part 28 of Division 4 and implementing regulations adopted thereunder during the school closure dates resulting from impacts due to COVID-19 listed in the Form J-13A request accompanying this certification.

School District Superintendent, Charter School Administrator, or County Superintendent (or designee):

Tom Hoskins

(Typed Name)

1/19/2021

(Signature; wet signature only)

(Date)

VALLECITO UNION SCHOOL DISTRICT
P.O. BOX 329
AVERY, CA 95224

AGREEMENT FOR SPECIAL CONTRACT SERVICES

This agreement, by and between the Vallecito Union School District, hereinafter referred to as "The District", and **Tracey Immsland**, hereinafter referred to as "The Contractor", is for consultant or special services to be performed by a non-employee of the District. The District and Contractor herein named do mutually agree to the following terms and conditions:

1. Contractor shall perform the following duties:

Provide consulting services through coaching, mentoring, supervision and training support for Special Education Teachers

2. Contractor will provide the service(s) as outlined in Paragraph 1 with **costs outlined below**, under the terms of this agreement.
3. In consideration of the services performed by Contractor, The District shall pay Contractor according to the following fee schedule:

The District shall pay \$ 135.00 per hour, not to exceed \$ 20,000

The District shall make payment within (30) days from Contractor's presentation of a detailed invoice.

4. The term of this agreement shall commence on **January 3, 2022** and shall terminate on **June 30, 2022**.
5. This agreement may be terminated at any time during the term by either party.
6. The parties intend that an independent contractor relationship be created by this contract and The District assumes no responsibility for workers compensation damage, or injury to person(s) or property during a liability relating to the performance of service under this Agreement.

Contractor agrees to hold harmless and to indemnify The District for:

Any injury to person or property sustained by Contractor or by any person, firm or corporation employed directly or indirectly by the Contractor or by any of the individuals participating in or associated with him or her, however incurred; and any injury to person or property sustained by any person, firm or corporation, caused by any act, neglect, default or omission, of Contractor, or any person, firm or corporation directly or indirectly employed by Contractor upon or in connection with this Agreement or any of the participants arising out of or in the course of the term of this Agreement, and Contractor at his or her own cost, expense and risk, shall defend any and all actions, suits or other legal proceedings that may be instituted against the District for any such claim or demand, and pay or satisfy any judgment that may be rendered against The District in any such action, suit or legal proceedings against The District in any such action, suit or legal proceedings or the result thereof.

Nothing herein provided shall be construed to require The District to hold harmless or indemnify The District for liability or damages resulting from the negligence or willful act, or omission of The District or its officers, agents, or employees.

01.6266.0.1110.1000.5800

12/21/21

R22-00734

7. This Agreement is for the personal services of Contractor, and Contractor may not assign the performance of the services to any person or persons who are not parties to this Agreement except for employees of Contractor.
8. Contractor certifies that his or her current employers, if any, is fully cognizant of this Agreement and that payments hereunder are not in conflict with any federal, state or local statutes, rules or regulations, or with any policies of Contractor's current employers.
9. The District shall become the owner of and entitled to exclusive possession of all records, documents, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other use thereof will be permitted except by permission of The District. Proprietary materials will be exempted from this clause.
10. Contractor certifies that he or she is not an employee of The District and is self-employed in the performance of the services specified. Contractor agrees that he or she assumes all responsibility in relation to providing The District with an Employer Identification number or Social Security number required by IRS regulations in relation to the conduct of his or her business and for the purpose of reporting income paid to Contractor on IRS Form 1099.

SIGNATURES

The parties hereto have executed this Special Contractor Services Agreement as of the day and year written below.

VALLECITO UNION SCHOOL DISTRICT

Date: 12-17-21

By:



District Superintendent
Vallecito Union School District

AS AUTHORIZED BY CONTRACTOR

Date: _____

By:

See attached

Signature of Contractor

Address

City, Zip

Phone #

Email

VALLECITO UNION SCHOOL DISTRICT
P.O. BOX 329
AVERY, CA 95224

AGREEMENT FOR SPECIAL CONTRACT SERVICES

This agreement, by and between the Vallecito Union School District, hereinafter referred to as "The District", and David Edward Adams, hereinafter referred to as "The Contractor", is for consultant or special services to be performed by a non-employee of the District. The District and Contractor herein named do mutually agree to the following terms and conditions:

1. Contractor shall perform the following duties:

10 – 12 hours training on Barton Level 4 manual
Barton Student Tutoring
Up to 15 minutes for preparation per 1 hour of service time
Service time (not to exceed 4 hours per week unless pre-approved by Superintendent)
Reporting as requested by The District

2. Contractor will provide the service(s) as outlined in Paragraph 1 up to a total of \$ (costs outlined below) under the terms of this agreement.
3. In consideration of the services performed by Contractor, The District shall pay Contractor according to the following fee schedule:

The District shall pay \$ 45 per hour

Compensation not permissible:

- **Travel between sites**
- **Contractor Liability Insurance**
- **Non-student contact time, school holidays, and school closure days**

Additionally, The District will provide a copier code at the site

The District shall make payment within (30) days from Contractor's presentation of a detailed invoice.

4. The term of this agreement shall commence on **January 10, 2022** and shall terminate on **May 31, 2022**.
5. This agreement may be terminated at any time during the term by either party.
6. The parties intend that an independent contractor relationship be created by this contract and The District assumes no responsibility for workers compensation damage, or injury to person(s) or property during a liability relating to the performance of service under this Agreement.

Contractor agrees to hold harmless and to indemnify The District for:

Any injury to person or property sustained by Contractor or by any person, firm or corporation employed directly or indirectly by the Contractor or by any of the individuals participating in or associated with him or her, however incurred; and any injury to person or property sustained by any person, firm or corporation, caused by any act, neglect, default or omission, of Contractor, or any person, firm or corporation directly or indirectly employed by Contractor upon or in connection with this Agreement or any of the participants arising out of or in the course of the term of this Agreement,

and Contractor at his or her own cost, expense and risk, shall defend any and all actions, suits or other legal proceedings that may be instituted against the District for any such claim or demand, and pay or

satisfy any judgment that may be rendered against The District in any such action, suit or legal proceedings against The District in any such action, suit or legal proceedings or the result thereof.

Nothing herein provided shall be construed to require The District to hold harmless or indemnify The District for liability or damages resulting from the negligence or willful act, or omission of The District or its officers, agents, or employees.

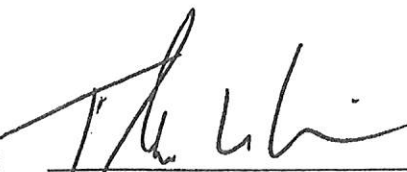
7. This Agreement is for the personal services of Contractor, and Contractor may not assign the performance of the services to any person or persons who are not parties to this Agreement except for employees of Contractor.
8. Contractor certifies that his or her current employers, if any, is fully cognizant of this Agreement and that payments hereunder are not in conflict with any federal, state or local statutes, rules or regulations, or with any policies of Contractor's current employers.
9. The District shall become the owner of and entitled to exclusive possession of all records, documents, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other use thereof will be permitted except by permission of The District. Proprietary materials will be exempted from this clause.
10. Contractor certifies that he or she is not an employee of The District and is self-employed in the performance of the services specified. Contractor agrees that he or she assumes all responsibility in relation to providing The District with an Employer Identification number or Social Security number required by IRS regulations in relation to the conduct of his or her business and for the purpose of reporting income paid to Contractor on IRS Form 1099. Contractor will provide proof of

SIGNATURES

The parties hereto have executed this Special Contractor Services Agreement as of the day and year written below.



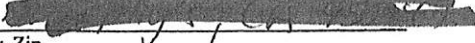


VALLECITO UNION SCHOOL DISTRICT

Date: 6/16/22

By: 
District Superintendent/Principal
Vallecito Union School District

AS AUTHORIZED BY CONTRACTOR

Date: 1/13/22

By: 
Signature of Contractor

Mailing Address

City, Zip

Phone #

Email: oukidscamead@gmail.com

**CALAVERAS COUNTY OFFICE OF EDUCATION
CENTRALIZED FINGERPRINT PROGRAM
MEMORANDUM OF PARTICIPATION**

This Memorandum of Participation in the Calaveras County Office of Education Centralized Fingerprinting Program is entered into by the **Vallecito Union School District** (hereinafter called District) and the **Calaveras County Office of Education** (hereinafter called CCOE) for the purpose of participating in a program which will provide the Districts of Calaveras County with a comprehensive and accurate employee criminal record.

Purpose

The purpose of this program is to provide a Centralized Fingerprint Clearing System for Public Schools that will cover all classified employees and identified certificated employees (substitute, temporary, itinerant and probationary) hired by the districts and CCOE and meet the criteria mandated by AM1610 and AB1612. The purpose extends to the following:

- ✓ Increased focus on school safety
- ✓ CCOE facilitation of the process including fingerprinting, reporting and maintenance of information
- ✓ No duplication of staff time or fingerprinting cards through the county's schools

Services Provided by CCOE

CCOE will provide LIVE SCAN SERVICE for all referred school employees. This will allow CCOE to receive a response within 72 hours from receipt of fingerprints by the Department of Justice. Additional services include:

1. CCOE to provide data to districts if needed for State, Federal or other reporting.
2. District office will be provided with a form to give the potential employee/volunteer with instructions regarding fingerprinting.
3. All candidates will report to CCOE Personnel Office for fingerprint services.
4. CCOE will enter the candidate's name into an established data base at the time of fingerprinting.
5. CCOE will notify the districts regarding each clearance notification.
6. CCOE will enter final notification information into an established data base at the time received.
7. CCOE will notify the employee's district(s) of any criminal history information received by the Department of Justice after the original report and notification has been submitted.

Program Year/Payment

This Memorandum of Participation will be effective from July 1, 2021 through and including June 30, 2022. Charges and billing schedule is as follows:

Each Employee processed: \$70.00 each, will include Live Scan fees, DOJ fingerprint processing, plus CCOE staff time to provide services listed in 1-8.

Billing: Districts will be billed monthly.

District Responsibilities

1. All participating districts agree to NOT place an employee on any school campus before receiving the criminal history clearance from CCOE.
2. All participating districts will provide CCOE with an authorization on a CCOE form for each employee, volunteer, substitute or contractor requesting fingerprint processing and authorized billing.
3. All participating districts will identify the district contact person to receive messages regarding fingerprint status. Maintaining confidentiality of the fingerprint status is the sole responsibility of the district.
4. All participating districts will retain a list of employees and volunteers to be fingerprinted and will reconcile this list with the CCOE lists published each month. Notification of any discrepancies including "no shows" or "no matches" will be documented.

Agreement

The undersigned agree to participate in this program according to the terms and conditions herein for the program year of July 1, 2021 to June 30, 2022. This agreement shall be effective Immediately upon execution by the parties.

Vallecito Union School District

Thomas W. Hoskins
Tom Hoskins, District Superintendent

12/17/2021
Date

Scott Nanik
Scott Nanik, Calaveras County Office of Education

12/16/2021
Date

**VALLECITO SCHOOL DISTRICT
RESOLUTION # 21-22-12**

**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 January 19, 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 January 19, 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 January 19, 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 26th day of January 2022, by the following vote:

AYES _____

NOES _____

ABSENT _____

ABSTAIN _____

Clerk of the Board
Vallecito Governing Board
Calaveras County, California